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ABSTRACT

This report details an assessment of the state of children and their families in St. Kitts and Nevis in the Caribbean. The assessment was conducted by a team from St. Kitts in consultation with government officials and non-governmental organizations in St. Kitts and Nevis. Following an executive summary, the report's chapters are: (1) "Children and Their Socio-Economic Environment" (national context, demographic features, children and women as subjects of rights, gender equality, national economic performance and trends, government and social sector expenditure, policy formation and planning for children and women, other main actors of social change and development); (2) "Child Survival" (infant and child mortality, maternal mortality and morbid1ty, child morbidity and nutrition, immunopreventable diseases, morbidity, malnutrition, breastfeeding, environmental health, reproductive health, STDs and HIV/AIDS, review of policies and programs, unmet needs and new challenges); (3) "Child Development and Participation" (early childhood education, primary education, secondary education, adult education, causal analysis of problems, review of policies and programs, unmet needs and new challenges); and (4) "Child Protection" (children at risk; abused, neglected, and abandoned children; disabled children; drug abuse; unmet needs and new challenges.) The report concludes with priorities for action and a statistical annex. (EV)

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CONSOLIDATING SOCIAL ACHIEVEMENTS & MEETING THE CHALLENGES OF THE 21ST CENTURY CHILD SURVIVAL, DEVELOPMENT & PROTECTION IN

ST. KITTS & NEVIS

1991 - 96 Situation Analysis of Children and their Families

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FOREWORD

It has become something of a tired cliché that the Caribbean is at a crossroads and it is likely that too much is being made of the practical significance of the dawn of the new millennium. One cannot help, however, but be intellectually intrigued by the stark economic, social, cultural, and political realities that face the Caribbean at the close of the 20th Century.

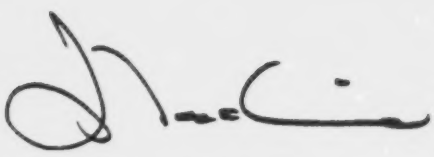
On the economic front there is the looming collapse of preferential trade agreements, and the potential marginalization of the Caribbean through globalization, and the emergence of trading blocks. The unfolding reality of these developments could, essentially, lead to the venesection of some Caribbean economies from their trading partners and the resultant enforced virtual autarky and economic collapse.

On the social and cultural dimension a number of Caribbean economies already manifest the negative fallout from economic ostracization and non-competitiveness. Furthermore, social-cultural disintegration associated with the implosion of the nuclear family, high historical brain drain through out-migration, the disorientation and alienation of the youth, the creeping emergence of violence, pandemic and drug abuse are collectively becoming the focus of popular angst and hopelessness.

Though most of the English-speaking Caribbean has maintained exemplary political democracies which, for the most part, remain non-discriminatory and inclusive; the Caribbean experience has demonstrated that political democracy itself is not the panacea of either social or economic ills. While economic and social realities pose specific challenges to the continued viability of these democracies, arguably the single biggest and most immediate threat to political viability in the Caribbean is the trend of globalization and the emergence of non-inclusive powerful trading blocks in the Western Hemisphere.

Each of the aforementioned realities, whether economic, social, cultural or political, when negative in character, impact most severely on children. For UNICEF, the organization's challenge in responding to the situation in the Caribbean is tied to its Mission Statement. Maximizing the potential of governments and communities to serve and protect children, is at the core of this mission. Beyond that, however, is a broad range of developmental action, economic - mainly through analysis and advocacy, as well as social and cultural, that UNICEF must engage in to advance the agenda of children while protecting them.

This Situation Analysis is based on an extensive consultative process involving several people. The situation analysis is a central aspect of UNICEF work particularly in identifying the needs of Child survival, protection and development and in guiding UNICEF's work for children over the next five-year period. The crossroad of economic, social and cultural transformation at which the Caribbean is situated demands that choices about the way forward be informed, through open and consultative discourse. It is hoped that the Situation Analysis will provide new information and perspective on the situation of children and poor families, and will contribute to the pool of information necessary for social, economic and cultural development of the Eastern Caribbean, while helping light the way forward into the new millennium.



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Macharia Kamau
AREA REPRESENTATIVE

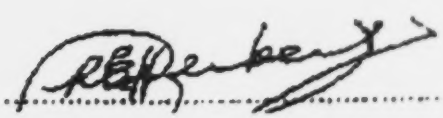
PREFACE

"CONSOLIDATING SOCIAL ACHIEVEMENTS AND MEETING THE CHALLENGES OF THE 21ST CENTURY: CHILD SURVIVAL, DEVELOPMENT AND PROTECTION IN ST. KITTS AND NEVIS" ANALYSES OVER A FIVE YEAR PERIOD THE SITUATION OF CHILDREN AND THEIR FAMILIES. IT IS INDEED A MOST APPROPRIATE AND OPPORTUNE DOCUMENT, IF WE AGREE WITH THE POPULAR SONG "I BELIEVE THAT CHILDREN ARE THE FUTURE." INDEED, CHILDREN PER SE ARE THE FUTURE AND WE MUST GIVE THEM EVERY ASSISTANCE NOW TO PREPARE THEM TO MEET THE DEMANDS OF THE NEW MILLENNIUM. THE FAMILY IS THE PILLAR OF SOCIETY AND THE CHILD IS THE GUIDING LIGHT AROUND WHICH THE FAMILY DEVELOPS. THE CONVENTION ON THE RIGHTS OF THE CHILD HAS ITS NATIONAL LEGAL PROVISION AND THE QUESTION OF GENDER EQUALITY STANDS OUT AT THE FORE. THE SOCIO-ECONOMIC STATUS OF THE CHILD THEREFORE BECOMES OF PARAMOUNT IMPORTANCE TO ALL AND SUNDRY.

IF THE CHILD IS TO SURVIVE AND TAKE ITS RIGHTFUL PLACE IN SOCIETY, THEN ISSUES LIKE INFANT AND CHILD MORTALITY, INFANT AND CHILD CARE, MATERNAL MORTALITY, MATERNAL HEALTH CARE AS WELL AS MATERNAL MORBIDITY, IMMUNOPREVENTABLE DISEASES, BREAST FEEDING, ENVIRONMENTAL HEALTH, SEXUALLY TRANSMITTED DISEASES AND AIDS MUST TAKE PRECEDENCE IN OUR LIVES AND IN OUR NATIONAL PLANNING. DISSEMINATION OF INFORMATION ON THESE CRUCIAL HEALTH ISSUES MUST BE HANDLED IN SUCH A WAY THAT IT IS READILY AVAILABLE TO BOTH BEGGAR AND KING.

EDUCATION OF THE CHILD MUST HOLD PRECEDENCE AT ALL LEVELS WHETHER IT BE EARLY CHILDHOOD, PRIMARY, SECONDARY OR TERTIARY. THE GREATNESS OF A NATION LIES IN THE POTENTIAL OF ITS PEOPLE, WHO INTURN ARE ITS MOST PRECIOUS RESOURCES. CONSEQUENTLY, GOVERNMENT HAS SOUGHT TO INVEST HUGE SUMS OF MONEY IT CAN AFFORD TO MEET THE EDUCATIONAL DEMANDS OF THIS CENTURY. ST. KITTS NEVIS CAN PRESENTLY BOAST OF 100% PLACEMENT AT THE SECONDARY LEVEL, A SYSTEM WHICH IS SECOND TO NONE AND QUITE UNIQUE. THIS HAS BEEN SO FOR THREE DECADES; HOWEVER DESPITE THIS, TRUANCY STILLS REARS ITS UGLY HEAD IN OUR SYSTEM OCCASIONALLY. GOVERNMENT IS COGNIZANT OF THE PROBLEM AND HAS PUT IN PLACE MEASURES TO COMBAT THIS.

THE UNITED NATIONS AS WELL AS OUR GOVERNMENT HAVE SYNCHRONIZED THEIR FOCUS ON CHILDREN AT RISK. THUS ABUSED, NEGLECTED, ABANDONED, DISABLED CHILDREN, CHILDREN IN CONFLICT WITH THE LAW AND THOSE INVOLVED IN DRUG ABUSE ARE ALL AREAS OF GRAVE CONCERN. WE WILL CONTINUE OUR PROCESS OF TRYING TO REACH THE UNREACHED AND UNTIL THE NEEDS OF ALL CHILDREN ARE MET, WE WILL NOT ABANDON THE FIGHT TO PROVIDE EQUAL RIGHTS AND PRIVILEGES FOR OUR YOUNG PEOPLE.



HONOURABLE RUPERT HERBERT
MINISTER OF EDUCATION, LABOUR AND SOCIAL SECURITY

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This report is the result of the collective efforts of many people who contributed directly or indirectly to it. The Situation Analysis was prepared by two Kittitian consultants, Mr. Joseph Halliday and Vernon Harris under the supervision of the UNICEF Social Policy Advisor, Fabio Sabatini. The consultants in turn interviewed a number of people working with Government Departments and Non-Governmental Organizations who made important contributions during the entire duration of the project, particularly through their active participation in the two round table discussions held in each country at the beginning and end of the project. It is therefore their knowledge, wisdom and experience that UNICEF has attempted to summarise in the following pages.

UNICEF Representative, Macharia Kamau, provided the much needed intellectual leadership and support during the various phases of the drafting of this study. UNICEF Programme Officers Juan Carlos Espinola, Elaine King and Heather Stewart all contributed with several rounds of detailed comments in their respective area of expertise. Judith Hinds took on the burdensome task of laying out the text and designing the final product.

While UNICEF sincerely thanks all above people for their invaluable contribution to this report, it should be stressed that UNICEF Caribbean Area Office remains exclusively responsible for the views expressed herein.

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MAP OF ST KITTS, NEVIS

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ACRONYMS

ACCC	Association of Canadian Community Colleges
A'LEVEL	Advanced Level
CARCAE.	Caribbean Regional Council for Adult Education.
CARICOM	Caribbean Community.
CARNEID	Caribbean Network for Educational Innovation for Development.
CDP	Caribbean Development Bank.
CIDA	Canadian International Development Agency.
COL	Commonwealth of Learning.
CFE	College of further Education.
CRC	Convention on the Rights of the Child.
CXC	Caribbean Examination Council.
ECE	Early Childhood Education.
EEC	European Economic Community.
ECDU	Early Childhood Development Unit.
GDP	Gross Domestic Product.
GCE	General Certificate of Education.
ILO	International Labour Organisation.
O' L	Ordinary Level.
OAS	Organisation of American States.
OCOD	Organisation for Cooperation for Overseas Development.
OECS	Organisation of Eastern Caribbean States.
OERS	OECS Education Reform Strategy.
PSAT	Primary Science Achievement Test.
SELF	Student Education Learning Facility.
UNESCO	United Nations Education Scientific and Cultural Organisation.
UNICEF	United Nations Children's Fund.
USAID	United States Agency for International Development.
UWI	University of the West Indies.
UWIDITE	University of the West Indies Distance Education.

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Ms. M. Liburd	Director, Family Planning Association.
Ms. V. Brombill	Statistician, Ministry of Health.

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Mr.Carl Atterbury	Legal Crown Counsel.
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Mr Elroy Halliday	Hallidays' Education Center.

EXECUTIVE SUMMARY

This assessment of the Situation of Children and their Families was sponsored by UNICEF Caribbean Area Office and conducted by a team of Kittians in consultation with Government Officials and Non-Governmental Organizations in St. Kitts and Nevis. St. Kitts and Nevis has ratified the relevant Conventions pertaining to Children and Women as Subjects of Rights, and was the first CARICOM country to establish a Ministry of Women's Affairs. As a result, several changes have occurred at policy and implementation level in government, the private sector and the country as a whole.

The assessment shows that economic growth in St. Kitts and Nevis in the first half of the 1990's was characterized mainly by growth in non-traditional agriculture, and tourism and light manufacturing sectors, and, to a lesser extent transport, communication, the wholesale and retail sector and banking and insurance. During this period, the Government consistently spent at least 6 percent of its budget on Health and 10 percent on Education, Youth and Community Affairs.

In 1994, the human priority share of social sector spending (excluding expenditure on low-cost housing) was 46 percent or 4 points lower than the recommended level. However, considerable emphasis has been placed on social spending on child abuse, and parent education especially in the rural areas.

The assessment noted the significant gains in child survival with the Infant Mortality Rate halving from 1978 to 1994, and maternal mortality at zero, malnutrition levels relatively low, no reported cases of HIV/AIDS in children. Only 5 percent of households are without piped water, and 50 percent have flush toilets. Perhaps the area in which St. Kitts and Nevis is most exemplary is in child development where the primary education curriculum is wide, and is not limited only to preparation for the common entrance exam. Promotion to secondary school is automatic except for students identified as needing remedial education and the school drop-out rate is low.

Still, there are areas which have been identified as needing priority action by Government. The assessments show that causes of infant mortality are felt to be related to teenage pregnancy, low attendance at antenatal clinic, lack of trained staff and lack of equipment. Teenage pregnancy though decreasing from the levels recorded in the 1980's, is still too high. A generally low breast-feeding rate makes children more susceptible to gastroenteritis - the highest cause of pediatric admissions. In addition, 40 percent of households use pit latrines and 3 percent have no toilets at all.

In the case of child development, secondary schooling is characterized by the gender disparity that exists in many other countries, i.e., females significantly outnumber males, only one-half of the children 3-5 years are enrolled in Early Childhood Education programmes, and there is the need for government to control the level of fees asked by private centres that offer ECE. The student-teacher ratio in private ECE centres is also higher than in public centres.

The assessment also notes the paucity of social data but more particularly those on child abuse, disability and drug use. As part of its obligation to implementing the Convention on the Rights of the Child, government has committed itself to a number of initiatives including the establishment of a Child Care Board to comprehensively protect the rights of all children in the twin island state. The monograph also makes further recommendations for overcoming the remaining challenges.

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CHAPTER ONE:
Children and their Socio-Economic Environment

CONCEPTUAL LINKS BETWEEN:
Convention on the Rights of the Child (CRC)
Convention on the Elimination of all forms of Discrimination Against Women (CEDAW)

	CRC ARTICLES - State Parties shall:		CEDAW ARTICLES	
E	2.1	Ensure the rights of this Convention to each child, without discrimination of any kind, irrespective of race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.	2	Condemn discrimination of all forms against women.
			3	Appropriate measures, including legislation, for Human Rights, fundamental freedoms on the basis of equality with men.
	3.1	Give the best interest of the child primary consideration in all action concerning children.	5	Modification of cultural and social patterns to achieve elimination of prejudice and customary and other discriminatory practices.
Q	3.3	Ensure that the institutions, services and facilities for the care and protection of children conform with the established standards, particularly in health, in the number/suitability of their staff, as well as competent supervision.	7	Eliminate discriminations against women in the political and public life.
			8	Equal opportunities to represent Governments at national and international level.
U	4	Undertake measures for economic, social and cultural rights to the maximum extent of their available resources		
	26.1	Recognise for every child the right to benefit from social security, including social insurance.	11	Elimination of discrimination in employment. Equal remuneration and social security.
	27.1	Recognise the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.	13	Eliminate discrimination in economic and social life: equal rights to family benefits, loans, mortgages, credit.
I			13c	Participation in recreational activities, sports and cultural life.
	27.3	Assist parents and others responsible for the child to implement this right, provide material assistance and programmes, particularly nutrition, clothing, housing.	14	Equal rights for rural women to social security and adequate living conditions. Participation in and benefit from self-help groups, co-operatives, credit, loans, marketing, community activities, rural development planning.
T	28.1	Recognise the right of child education on the basis of equal opportunities.	15	Equality with men before the law and identical legal capacity.
			16.1f	Equal rights in ownership, acquisition, management, administration of property.
Y			16.1h	Eliminate discrimination in marriage and family relations. Same rights & responsibilities in guardianship and adoption.

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1. THE NATIONAL CONTEXT

St. Kitts and Nevis are two islands located in the northern part of the Leeward Islands in the Eastern Caribbean, 19 degrees north of the equator, separated by a channel two miles wide. St. Kitts is 23 miles long, encompassing an area of 68 square miles. A rugged mountain range, including the dormant volcano, Mount Liamuiga, in the central part, a dense tropical forest near the summit, contrast with the fertile land, fit for sugarcane that lies, reaching the seaboard. Basseterre is the capital of St. Kitts. Nevis, the smaller island with an area of 36 square miles consists of long stretches of golden, sandy, palm-lined beaches on the West and North coasts. Charlestown is Nevis' capital. The climate of St. Kitts and Nevis is pleasant and healthy with an average of 79 degrees Fahrenheit and an annual average rain fall of 55 inches.

Based on the 1991 Census, the combined population of both islands is 40,618 of which 31,824 live in St. Kitts. Most of the population of the islands resides in or around the capital cities of Basseterre and Charlestown.

St. Kitts was the first island in the West Indies to be colonized by the English. This was in 1623. The islands became completely British by the Treaty of Versailles in 1783. After a long period of British rule, St. Kitts and Nevis attained full political independence in September 1983 and adopted democratic form of government. Elections are called every 5 years. St. Kitts and Nevis have 5 political parties. In St. Kitts there are the United People's Part (UPP), the People's Action Movement (PAM) and the St. Kitts-Nevis LABOUR Party. In Nevis there are the Nevis Reformation Party (NRP) and the Concerned Citizens Movement (CCM). From 1980 to 1995 July the Federation was governed by the People's Action Movement (PAM) in collaboration with the Nevis Reformation Party (NRP). The St. Kitts-Nevis LABOUR Party won seven of the eleven seats in July 1995 general elections and is now in power in the Federation.

The official language is English and the currency is the Eastern Caribbean Dollar which is pegged to the US Dollar VIZ: EC$2.7169 = US$1.00. The economy of St. Kitts and Nevis has experienced modest, but steady, growth at 4.1 percent for 1994 after having achieved an annual average rate of nearly 6 percent over the previous decade. Tourism continues to be one of the major contributors to economic. Sugar production, though still a major industry, has been declining. The total output has been declining as it has been in the other sugar producing CARICOM countries. As a result, the government has taken a keen interest in promoting agricultural diversification and the output in potatoes, tomatoes, onions, sweet peppers and carrots has been steadily increasing in response to the needs of domestic consumption. Growth in construction, manufacturing, retail sales and finance has also been in recent years. The Federation's ability to shape the course of the twenty-first century will depend largely on the productivity of the work force. Today, demographic trends characterised by a declining birth rate, technological change, and increased international competition will create a shortage of skilled workers.

St. Kitts and Nevis is small and therefore travelling from one area to another can be easily done without any hassle. Transportation is provided for school children from the rural areas by government, but individuals run the bus service for other commuters is provided by private individuals. The communications/information services provided by the St.Kitts and Nevis Telecommunications Ltd. are modern and advanced communication both locally and internationally is easy.

2. DEMOGRAPHIC FEATURES

TABLE 1.1
POPULATION SIZE & GROWTH 1970-92

YEAR	MALE	FEMALE	TOTAL	ANNUAL GROWTH (%)
1970	21,044	23,840	44,884	-
1980	20,840	22,469	43,309	-0.03
1983	22,560	23,120	45,680	+0.05
1984	21,810	22,990	44,800	-0.02
1985	21,700	22,300	44,000	-0.02
1986	22,000	21,700	43,700	-0.01
1987	21,850	21,560	43,410	-0.01
1988	22,740	21,640	44,380	+0.02
1989	21,910	20,050	41,960	-0.05
1990	21,590	20,280	41,870	-0.002
1991	19,933	20,685	40,618	-0.03
1992	21,240	21,430	42,670	+0.05
1993	21,800	21,720	43,520	+0.02

Source: Statistical Division: Planning Unit

The last National Census was done in St. Kitts & Nevis in 1991. This revealed that the federation has a combined population of 40,618. The mid-year estimates for 1993 was 43,560. However, the total population declined between 1980 and 1991. The table illustrates the population changes between 1970 and 1993. The population has not shown significant fluctuation over the last twenty-three years. It has experienced negative growth in eight of those years. The highest recorded population figure is 45,680 in 1983. The Census figures for 1970, 1980 and 1991, when compared with each other indicate continued negative growth in the population.

Table 1.2
Population by Census Year, 1970-1991

Year	SK	NEVIS	TOTAL	Annual Growth (%)
1970	33,744	11,140	44,844	
1980	33,863	9,428	43,291	-0.04
1991	31,824	8,794	40,618	-0.06

Source: Statistical Section: Planning Unit

Population movement is significant between 1970 and 1991. Here the population declined by 4,266 or ten percent during the period under consideration.

Most of the population movement is largely due to outmigration. Between 1970 and 1980 migration was to U.K., U.S.V.I., U.S.A. and Canada and the neighbouring Dutch colonies of St. Martin and Curacao. However, with the increased restrictions on immigration to the U.K. and Canada, most immigration between 1980 and 1991 has been to the U.S.A., U.S.V.I., Puerto Rico and St. Martin. This trend is expected to continue into the year 2000 as dependants join parents and family in North America

TABLE 1.3
CRUDE BIRTH RATE
1981-1993

YEAR	BIRTHS	C.B.R
1981	1,137	25.9
1987	947	21.8
1993	849	19.51

Source :Statistical Section
Planning Unit

Birth Rate in the Federation continued to decline from 1981 to 1993. Table 1.3 shows the Crude Birth Rate (C.B.R) and live births for this period. The trend during this period, therefore, has been a continuous decline in the Crude Birth Rate (C.B.R.) from 25.9 in 1981 to 19.51 in 1993. The Crude Death Rate (C.D.R.) declined during the same period from 10.3 in 1981 to 8.98 in 1993. However, this has not been low enough to impact the declining population.

Dependency ratio

Table 1. 4 DEPENDENCY RATIOS IN ST KITTS AND NEVIS		
TOTAL		
SK	NEVIS	TOTAL
123.4	134.1	125.97
86.00	96.5	88.23
79.7	88.8	81.47
75.9	80.6	76.92
75.6	78.1	76.14
71.7	68.8	71.09
77.00	63.4	73.53
75.7	65.2	73.16
80.4	71.2	78.57
72.2	72.8	72.33
Source : Statistical Section : Planning Unit		

Dependency ratio has fallen consistently over the past twenty-two (22) years. The dependency ratio is a function of the total number of particular dependants divided by the total number of persons in the labour force. The resultant decline in the dependency ratio is caused by a greater than proportionate increase in the labour force compared with the increase in the number of dependants.

The population density for St. Kitts in 1991 is 181 persons per square kilometre compared with 94 persons per square kilometre in Nevis. Comparison of the population in urban areas with the respective rural population indicates that the density in St. Paul's, Charlestown, Nevis in 1991 is 4.9 times that of the rest of the country. The density in St. George's, Basseterre for the same year is 3.35 times that of the rural areas combined.

TABLE 1.5 POPULATION DENSITY BY AREA (PER SQ. KM)			
PARISH	1970	1980	1991
ST. KITTS	191	192	181
ST. GEORGE'S	478	492	435
HOLY TRINITY	68	74	80
NEVIS	119	101	94
ST. PAUL'S	414	351	399
ST. JAMES'	67	54	47
ST. KITTS & NEVIS	167	161	151
Source: Statistical Section: Planning Unit			

TABLE 1.6 ST. KITTS & NEVIS LIVE BIRTHS BY AGE OF MOTHER		
AGE	1982	1993
10 14	8	7
15 - 19	353	137
20 - 24	459	238
25 - 29	295	216
30 - 34	119	158
35 - 39	50	81
40 - 44	14	12
45+	3	0
Unknown	6	0
TOTAL	1,307	849
Source : Statistical Section Planning Unit		

Available data for the period 1982-1993 is illustrated in Table 1.6. The data indicate that a greater number of live births are in the 20-24 age range though the number declined consistently during the period. In 1982 this age group accounted for 459 live births out of a total of 1,307 (35%). However, in 1993, this fell to 238 or 28 percent of the total live births of 849 in the Federation. In the 15-19 age group this percentage fell from 27 percent in 1982 to 16 percent in 1993. The 25-29 age group accounted for on average 26 percent of the total live births for that period. Live births fell from 1,307 in 1982 to 849 in 1993, which is consistent with the declining population. Available data for 1992/93 on live births by age of mother and order of births show that 13 percent and 15 percent of women in 25-29 age group had six or more children, compared with 30 percent of women in the 30-34 age group.

The age specific fertility rates by age data for the period 1981-1990 show fertility rates highest amongst the 20-24 age group for three (3) years only 1984-1986. However, the 25-29 age group had the highest rates 1987-1990.

TABLE 1.7 AGE SPECIFIC FERTILITY RATES BY GROUP ST. KITTS & NEVIS 1981 - 1990							
	AGE GROUP						
Year	15-19	20-24	25-29	30-34	35-39	40-45	45-49
1981	131.0	178.1	153.7	98.0	68.6	23.7	0.0
1990	88.8	181.5	186.9	150.4	47.6	6.1	1.3
Source: Statistical section: Planning unit							

The percentage of males in the population (0-4) declined from 6.1 percent in 1983 to 5.5 percent in 1993, whilst that for females also declined from 5.9 percent in 1983 to 4.9 percent in 1993. A similar pattern exists for the 5-14 age group which shows that in 1983 males accounted for 11.8 percent of the population and this declined to 10.9 percent in 1993 whilst females declined from 11.7 percent to 10.5 percent for the respective years. The data for women in the 15-44 age group shows a similar trend with a decline from 28.5 percent of the population in 1983 to 27 percent in 1990. However, the number of women increased from 1990 to 1995 to 29.5 percent of the population. This pattern is consistent with the declining total population over the period.

Based on 1991 census of population, there were 12,055 households in St. Kitts and 2,686 in Nevis. Given the total population of 40,618 the average number of persons per household in the Federation was 3.37. Persons per household was 3.4 in St. Kitts and 3.3 in Nevis. However, the percentage of persons under fifteen years was 36 percent in St. Kitts and 22 percent in Nevis.

The family structure in St. Kitts and Nevis follows the general pattern for the CARICOM region. It therefore has similar features and socio-economic characteristics. VIZ:-

- Nuclear and extended family
- Male and female heads of family
- Early child bearing
- Variety of households

The following table shows the distribution of headship by sex in St. Kitts and Nevis in 1991 census.

TABLE 1.8
RELATIONSHIP BY SEX TO HEAD OF HOUSEHOLD 1991 CENSUS

	SKN	M	F	NEVIS	M	F
TOTAL	31,824	15,681	16,143	8,794	4,252	4,542
HEAD	9,369	5,184	4,185	2,686	1,575	1,111
SPOUSE-PARTNER	2,897	499	2,398	921	103	818
CHILD OF HEAD	11,997	5,995	6,002	2,999	1,469	1,530
IN-LAW (SON/DAUGHTER)	82	48	34	38	27	11
GRAND CHILD	3,255	1,743	1,512	1,113	539	574
PARENT	247	55	192	67	19	48
OTHER RELATIVE	2,793	1,453	1,340	758	393	365
NON RELATIVE	1,184	704	480	212	127	85

Source: Statistical Section: Planning Unit

Out of the female population 44 percent were heads of households and twenty-seven percent were spouses of heads. The largest category of children are children of heads of household or children of spouses. It can be deduced from the table that a large percentage of children (23%) were grand children of the heads of the household. Also parents and other relatives living with the head of household amounted to ten percent of the total population. There is some evidence therefore that the extended family concept is in existence in St. Kitts and Nevis.

The census data for 1993 indicate that young women have their first child between 14 to 19 (18%). Also the high percentage of grand children in the household survey indicates that a proportion of young women are still living at home at the time of their first birth, thus indicating the existence of the concept of the extended family in St. Kitts and Nevis.

It is held within the Caribbean that the family has followed a general pattern over time. The sibling bears her first child whilst still in the parents' home, making it an extended family home. Eventually she moves out and sets up her home and has children either with a common law partner or a husband. In many cases marriage takes place later in her life cycle. This view is illustrated in Table 1.9.

TABLE 1.9
FEMALES 15 YEARS OLD AND OVER BY AGE GROUP AND UNION STATUS
ST. KITTS & NEVIS

AGE	TOTAL	MARRIED	COMMON LAW PARTNER	NO LONGER WITH SPOUSE	NO LONGER WITH C-L PARTNER	NEVER MARRIED/ PARTNER
TOTAL	13,789	2,857	1,292	1,872	720	7,048
15 - 19	1,972	4	76	5	25	1,862
20 - 24	1,737	97	228	7	74	1,331
25 - 29	1,754	281	269	42	118	1,044
30 - 34	1,681	450	247	92	116	776
35 - 39	1,276	424	178	130	86	458
40 - 44	731	269	83	78	54	247
45 - 49	600	212	57	101	45	185
50 - 54	591	211	40	117	41	182
55 - 59	555	208	34	143	29	141
60 - 64	647	230	30	193	28	166
65 & OVER	2242	471	50	963	104	654
NOT STATED	3	0	0	1	0	2

Source : Statistical Section, Planning Unit

Of the 13,829 females 15 plus, only 21 percent were married. Common law union status existed in only 9 percent of those polled. A significant proportion were no longer with spouse or common law partner nor never had a steady partner (70%). The heads of these households are therefore women.

The Planning Unit co-ordinated a study of the labour force in St. Kitts and Nevis in Oct/Nov 1994. This indicated that some 5,672 households or 47 percent of the total of those surveyed **were headed by women** with dependent children under fifteen years of age (Table 1.9). Of these women, 63.6 percent had fewer than three children. The relatively large number of families headed by women with children can be attributed to the sociological and cultural factors pertaining to the way of life in the Caribbean including St. Kitts and Nevis, with respect to the prevalence of common law union status. However, the problems facing women with respect to the need for full-time and well paying jobs and child care facilities need to be addressed.

TABLE 1.10
FAMILIES HEADED BY WOMEN WITH CHILDREN

	TOTAL	%
Women with 1 child	1,809	31.89
2 children	1,798	31.71
3 children	926	16.32
4 children	458	8.07
5 children	447	7.88
6 & OVER	234	4.13
TOTAL	5,672	100

Source : Labour Force Survey 1994: Planning Unit

TABLE 1.10 A
FAMILIES HEADED BY WOMEN & THEIR STATUS

	No.	%
Working	2,458	55.53
A job but no work	117	2.64
Looking for work	160	3.61
Housewife/ homemaker	564	12.74
Going to School	21	0.48
Unable to work	330	7.45
Retired	756	17.07
Other	21	0.48
TOTAL	4,427	100

Source: Labour Force Survey 1994 Planning Unit

3. CHILDREN AND WOMEN AS SUBJECTS OF RIGHTS.

The ensuing is of particular importance, because as was evident from the above tables women and children constitute the majority of the population in St. Kitts and Nevis. Increasingly within the last four decades, at numerous International, Regional and Sub-regional Fora, considerable concerns have been raised about existing pockets of discrimination against the Rights of Women and/or the violation of the Rights of Children. At the National Level, the Federation of St. Kitts and Nevis has ratified the relevant Conventions pertaining to Children and Women as Subjects of Rights. Additionally, the Governments have initiated certain legislative and social reforms which have reduced to a large extent many of the inherited colonial discriminatory practices which violated women as well as Children's Rights.

The constitution of St. Kitts and Nevis guarantees fundamental rights and freedom to every person in the Federation regardless of race, place of origin, birth, political opinions, colour, creed or sex.

The Government has ratified the Convention on the Rights of the Child and enacted legislation in keeping with the principles enshrined in the Convention. The government has also ratified the Convention on the Elimination of All Forms of Discrimination Against Women and has acceded to the OAS Convention on Violence Against Women. The implementation of these two Conventions complements the rights of the child.

The Federation was the first CARICOM country to establish a Ministry of Women's Affairs (1984). Several changes have occurred at policy and implementation level in government, the private sector and the country as a whole. These have benefited women and children. The Ministry of Women's Affairs has sought to implement the principles of the various international conventions with respect to children, women and the family.

At the local level there has been significant law reform. The constitution of St. Kitts and Nevis forbids discrimination by sex and also offers equal rights to children born in and out of wedlock. Laws relating to women, children and the family will be dealt with in this section, as they are all interconnected. Prior to 1980, unmarried women who became pregnant while working in the public service were automatically dismissed. The Protection of Employment Act, however entitles all women to 13 weeks maternity leave. Maternity benefit is payable to a woman who has been employed and insured for a specified minimum period. Such benefit is also payable to the wife of an insured man. Since 1993, the maternity grant has been increased from EC$300 to EC$350. Despite the instruments of Government policy and the constitution to safeguard the jobs of all women however, it has been noted by some agencies, that in practice, unmarried mothers are still not entitled to the same benefits as married mothers.

It is also important to mention that unemployed, married mothers are entitled to the maternity grant, provided her husband is employed, while on the other hand, unemployed, unmarried mothers are not entitled to a maternity grant. Such a provision, it has been noted, points to discrimination against (1) unemployed, unmarried mothers and their children and (2) married mothers whose husbands are unemployed. There is therefore the need, as argued by some Women's groups to correct and update this provision of the National Social Security scheme.

In addition, discriminatory terms such as "bastard" and "illegitimate" which were once used to describe the children of unmarried parents, can no longer be used in official documents.

Under the Protection of Employment Act (no. 6) of 1986, employees, if made redundant, are entitled to severance payments once the conditions of the Act are met. Employees are also entitled to at least two weeks vacation leave with pay. Many working women in factories have benefited from these provisions.

The Law Reform (Miscellaneous Provisions) Act provides stiffer penalties for rape, incest, sodomy, indecent assault or any offence involving children, and manslaughter, and allows for "in camera" hearings of sexual offences. The Act also prohibits reporting or broadcasting matters which would lead to the identification of plaintiffs in sexual offence cases.

The Laws (Miscellaneous Provisions) Act (No. 2) of 1992 gives magistrates more discretion in dealing with the needs of children and spouses in maintenance cases. The maximum figure allowed for children in the Federation at that time, was $15 per week. It also allows the age at which a child is entitled financial support to be increased from 16 to 18 years. However, while the legal provision exists, it is felt that on occasion, the discretion of the Magistrate is not well informed resulting in rulings that are sometimes to the detriment o f the mother and child.

The Criminal Law Amendment (Amendment) Act 1976 amends the act of 1887 which deals with defilement and unlawful carnal knowledge of girls under the ages of twelve and fourteen years. The words "twelve" and "fourteen" have now been by "fourteen" and "sixteen" in specific sections. The 1976 act also deals with cohabitation with an unmarried girl under sixteen years of age.

The government of St. Kitts and Nevis also employed the services of a Senior Lecturer in Law at the University of the West Indies, Ms. Norma Forde, to review the existing laws relating to children and the family in St. Kitts and Nevis. Such an action demonstrates the commitment of the government to protect the family, thereby assisting in maintaining stable homes and ultimately a more stable society.

The Social Security Act gives the Social Security Board the authority to treat a single woman who lived with a single man as his wife, up to his death, as if she were his widow and the same applies to the man. Prior to the 1983 constitution, citizenship by descent depended on the male partner in cases where the parents are married and on the woman if the child is born out of wedlock. The Constitution now allows for either parent to transmit citizenship to a child, wherever that child is born.

The Government of St. Kitts and Nevis plans to:-

- Improve the delivery of primary health care.
- Institute more health education programmes especially in relation to AIDS awareness, drug abuse and mental illness.
- Provide free clinics in the management of chronic illnesses such as diabetes, high blood pressure, heart diseases, drug rehabilitation, gastroenteritis and malnutrition.
- Provide adequate housing.
- Update and equip existing schools. Establish a curriculum development unit and strengthen the programme for the training of teachers (Ref Chapter 3).

In the foregoing sections brief reference was made to the constitutional rights the social conventions and institutional provisions which govern or protect the rights of women and children. It now becomes necessary to emphasize selective legislative enactments at the national level which seek to protect children and women as will follow incentive 4:1 and 4:2 respectively.

3.1 NATIONAL LEGAL PROVISIONS AND THE CONVENTION ON THE RIGHTS OF THE CHILD.

Inclusive of those legislations which have been enacted in St. Kitts and Nevis have been : -

- The Criminal Law Amendment Act, Chapter 19, 1956 which protects from carnal knowledge of a girl under 16 years of age.
- The existing Legislation seeks to prevent children under the age of 15 years from loitering in the streets after 10.00 p.m. Such children may be taken to the nearest Police Station and the parents after due warning could be charged with parental neglect.
- The Prevention of Cruelty and Protection of Juveniles Clause aims at the protection of a Juvenile, that is a person under the age of 16 years. It would be an offence to wilfully assault, ill treat, neglect abandon and expose juveniles to hurt, harm, injury, intoxicating liquor, the soliciting of arms or any form of prostitution.
- The Probation and Child Welfare Board Act, 1994, No 6 of 1994 defines a child as a person under the age of 18 years, and Child Abuse to mean non- Accidental injury inflicted upon a child through wilful assault, ill treatment and neglect or sexual offences.
- The same Act No 6 of 1994 empowered a Board to provide and maintain centres, counsel children and parents, place children in foster homes supervise such homes, investigate and report cases of child abuse and to take custody for a maximum of 28 days of any child suspected ot abuse.
- The Age of Majority Act, 1983, stipulated the age of majority as 18 years instead of 21 years.
- The Status of Children's Act removed discrimination of children's rights to paternity, inheritance etc. on the grounds of "illegitimacy"
- The Maintenance of Children's Act makes provision for parents (mother or father) whether in and out of the Federation to be responsible for the financial upkeep of their children, and gave the act "teeth" to prevent parents from emigrating without making appropriate arrangements for the care and support of the said children.
- The Constitution of St. Christopher and Nevis guarantees fundamental rights and freedoms to all persons, including children, who have the right of transmission of citizenship from either parent whether mother or father.
- The Education Act No. 18 of 1975 fixes "the compulsory school age" to be between 5 and 16 years.
- The same Act empowers the Minister to devise "a system of education calculated as far as possible to ensure that the vocational abilities, aptitudes and interests of the children find adequate expressions and opportunity for development " and to assist "needy pupils so as to enable them to participate in the facilities offered by the education system."

The laws mentioned above and elsewhere in the analysis show inconsistency with regard to the definition of a child. For instance one law defines a child to be a person under the age of 18 years, whilst another law grants an adult privilege to girls by making 16 years the age of consent to sexual intercourse.

Another instance of apparent contradiction appears when financial support for a child must be maintained up to the age of 18 years, yet another law allows employment from age 16 years.

3.2 NATIONAL LEGAL PROVISIONS AND THE CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN.

- The Constitution of St. Kitts and Nevis Chapter Two -Section 15- subsections 3 and 5 outlaws discrimination by sex.
- The Government of St. Kitts and Nevis ratified the "Convention on the of Elimination of all Forms of Discrimination against Women"
- Unmarried women who become pregnant while working in the Public Service instead of being automatically dismissed or suspended for one year have been by "The Protection of Employment Act of 1986 entitled them like married women also to 13 weeks Maternity Leave with pay.
- Social Security regulations stipulate payment to a woman who has been employed and who has contributed to Social Security for 39 Weeks.
- The Protection of Employment (Act No 6) of 1986 significantly benefited the working women especially those in the various factories. The Law provides for two weeks annual vacation leave with pay, and for redundancy pay when necessary, while the conditions of the Act are met.
- The Law Reform (Miscellaneous Provisions) Act enforces stiffer penalties for incest, sodomy, rape and indecent assault or any offence involving women and children.
- The Laws (Miscellaneous Provision Act) of 1992 relieved one of the growing concerns of women. The age of a dependent child was raised from 16 to 18 years. The Law also allowed the magistrates more discretion in fixing the maintenance cases pertaining to children and spouses. Instead of the maximum payment of $15.00 per week, payment has to be made based on affordabililty.

The Ministry of Women's Affairs charged with the responsibility of implementing the relevant Regional and International Conventions in the following areas:-

1. Protection of the Rights of the Child.
2. Elimination of all forms of discrimination against women and the development of a national policy for women.
3. Ensure that a comprehensive policy is implemented to deal with continuing education of women with early pregnancy.
4. Assist in the development of policies/legislation to protect the woman from the man when there is forced separation of the two by law.
5. Develop a five year plan of action aimed at ensuring that women are fully integrated on an equal basis in the economic, political, social and cultural development process.
6. Develop a sexual harassment policy and draft relevant legislation.
7. Design and implement training programmes to enable women to achieve greater self-esteem.
8. Develop and implement education programmes with respect to STD/HIV/AIDS.

The government is committed to its programme of 100 percent immunization of children. Develop and improve its community health care in particular with respect to women and children.

9. The promotion of family life education and family planning at local and national level is to be expanded.
10. Enacting of legislation to supplement existing laws to afford better protection to women and children as is required.
11. Improvement of education standards and facilities in the Federation. Encourage greater community participation to ensure wide acceptance and involvement in the implementation process.

It should be stated that the above mentioned responsibilities are spread over several entities and are not specific to Women's Affairs or any one department. For example, areas 1,8, 9 and 11 are responsibilities shared with other agencies and Ministries.

In retrospect, St. Kitts and Nevis has an impressive list of statutory and institutional provisions for the protection of women and children. However the law enforcement agencies are generally handicapped by a number of traditional social practices and institutions.

- Unwillingness of females to testify against their spouses in cases of physical, sexual and other abuses.
- The pay off of different family members in cases of incest and molestation.
- Inadequate institutional protection for battered women and children.

4. GENDER EQUALITY

As part of the on-going post-ratification process in the Government's bid to promote Gender Equality in the Federation, The Honourable Prime Minister further affirmed the intention of the **New Labour Administration** on the issue, when he declared in the 1996 Budget Address on page 45: *"... we have created a new post of Director of Women's Affairs within the Ministry to coordinate all activities geared towards the promotion of the interest and well-being of women. Our aim is to ensure that any vestige of discrimination against women in society would be eradicated and to provide all of our women with the opportunity to join the mainstream of the development process."*

The ideal goal of Gender Equality, which also seeks to remove all forms of discrimination against women, of necessity, is an uphill climb within the present context of Kittitian and Nevisian Society, where social sanctions (such as "the tom-boy" and "the sissy") ere and still are to some extent the nomenclature used respectively to describe girls who performed "brothers" domestic roles, and boys who zealously helped in the home with certain domestic roles. At the Adult level men who interchange roles too frequently with their spouses in the washing, cooking and ironing are frequently scoffed at by their peers. This is to suggest, that in the societal bid to bring about the desired social-cultural revolution, very carefully thought out strategies will have to be intensified or initiated, including:-.

Appropriate programmes in Education both at the formal and non-formal level to continually focus on the socialisation process through which the mores, norms, values and attitudes concerning women and men in Kittitian and Nevisian society are transmitted from one generation to another. Particularly, attention would also have to be paid to the persistent gender stereotypes of definition and action of perceived masculine and feminine roles, (for example the child-minding and bottle feeding practices as contrasted with breast-feeding) where most Kittitian and Nevisian fathers play only minor roles, or make no contribution at all. This is particularly evident at the nonformal level.

Educative processes concerning the strong job stereotypes persist virtually at all levels in the society. Nursing is still a predominately female career, whereas carpentry and masonry are male occupations. At school, Home Economics and Needle-Work are female subjects pitched against the alternatives of Woodwork and Metal Work predominantly, masculine subjects.

This is particularly evident at the non-formal level as seen in the relevant table in the statistical annex.(Table A42) Females outnumbered the males in participation, and evidence of gender stereo types is prevalent.

A willingness to keep a balance on the gender issues to avoid the growing tendency of the marginalisation of the males in school and society.

5. NATIONAL ECONOMIC PERFORMANCE AND TRENDS

TABLE 1.11
ST. KITTS & NEVIS GDP PER CAPITA

Year	GDP Per Capita	Growth (%)
1990	8,629	
1991	9,252	7.2
1992	9,873	6.1
1993	10,362	4.9

Source: Ministry of Finance

During the period 1990-93 GDP per capita increased by 17 percent. The growth is a reflection of the growth in construction, tourism and to a lesser extent manufacturing.

The economy has expanded over the period 1983 to 1993. Gross Domestic Product at factor cost and in constant prices is as follows:-

TABLE 1.12
ST.KITTS & NEVIS GDP AT CONSTANT PRICES,1983-1993

YEAR	1983	1988	1993
GDP (EC$M)	88.72	127.83	157.14
GROWTH RATE (%)	9.02	6.72	5.00

Source : Statistical Section Planning unit

St. Kitts and Nevis GDP growth averaged 5.82 percent per year during the period 1984 to 1994. Growth in non traditional agriculture and increases in services, mainly related to tourism sector were contributing factors. The economy of St. Kitts and Nevis comprises mainly of agriculture, light manufacturing, tourism and some agri-manufacture. The main agricultural export commodity is sugar. Over the years the country has diversified into tourism and export orientated manufacturing sector.

TABLE 1.13
INDEX OF RETAIL PRICES (JAN 1978 = 100)
ST. KITTS & NEVIS

YEAR	1990	1991	1992	1993	1994	1995
% CHANGE	4.2	4.2	2.8	1.8	1.4	3.0

Source : Statistical Section Planning unit

The published Index of Retail prices indicate a low rate of inflation over the past five years. The retail price index on which this inflation rate is based is

seventeen years old and may not reflect the true situation. Movements are in food and household appliances. This indicates changes in the consumption pattern towards imported items. Transportation has been relatively stable over the period.

TABLE 1.14
ST.KITTS & NEVIS
PERCENT CONTRIBUTION TO GDP BY ECONOMIC ACTIVITY AT FACTOR COST IN CONSTANT PRICES,1984-94

	1984	1994
AGRICULTURE	12.40	6.87
MANUFACTURING	13.60	7.78
COMMUNICATION	5.26	14.01
GOV'T SERVICES	23.16	17.51
TOTAL	100	100

Source : Economic Planning Section : Planning Section

The contribution to GDP in relative terms may be seen in table 1.14, which also illustrates the percentage share and trends in GDP contribution by various sectors over the period. Sugar production is the largest employer during crop which lasts for five months. However, export earnings from sugar as a percentage of total domestic export earnings have fallen constantly over the past ten years. This is illustrated in Table A14 in the Statistical Annex and the Summary of Export earnings above.(Table 1.5) For example in 1981 Sugar represented 65.8 percent of domestic exports compared with 25.8 percent in 1991. The contribution of agriculture, mining, manufacturing and real estate have declined. Hotels and restaurants, transport, communications, wholesale and retail, banks and insurance and government services have increased. Throughout the period however, government made the largest contribution to GDP followed by wholesale and retail and communications.

The government's policy is aimed at a shift away from agriculture towards tourism and manufacturing. There has been a growth in the tourism's sector contribution from 2.2 percent in 1983 to 6.7 percent in 1993.

International Trade and Debt

TABLE 1.15
SUMMARY OF INTERNATIONAL TRADE
ST.KITTS & NEVIS,1987-1992

	1981	1992
TOTAL IMPORTS (EC$M)	128.8	258.2
TOTAL DOM. EXP. (EC$M)	60.5	65.1
TOTAL RE-EXP. (EC$M)	5.00	5.5
BALANCE OF TRADE (EC$M)	-63.3	-187.6
FOOD (% OF TOTAL IMP.)	19.5	17.7
MACHINERY(% OF TOTAL IMP.)	20.5	28.8
SUGAR (% OF DOM. EXP.)	65.8	31.8

Source : Statistical Section Planning Unit

Table 1.15 indicates the international trade situation in St. Kitts and Nevis. For the first time in over six years the value of imports declined, in 1991. Imports was valued to EC$297.80 million down from EC$299 million in 1990. In general, over the ten (10) year period imports were between two and four times the value of exports including earnings from tourism as well as value added export. Food accounted for between 17 percent and 20 of all imports. However, the government diversification plan since 1985 which aimed at turning over 20 percent of sugar cane lands to small farmers to produce food seems to have some effect as the food a percentage of total imports declined from 1985 (21.3%) to a low of (14.6%) in 1989. In 991 the figure is 16.7 percent. The priority crops were carrots, cabbage, sweet pepper, white potato and tomato.

The Federation has recorded negative balance of trade throughout the ten year period. This has increased in value every year except in 1991 when there was a slight improvement in trade balance due to a contraction in imports and a constant level of exports. The trade balance for 1991 was negative by EC$224.3 million in 1990.

Debt

The Federation external and internal debt for the period 1990-1995 is outlined in Table 1.16. The country's national debt increased during the period due mainly to the implementation of several capital projects by the government. In 1994 Debt Service Ratio was 3.73 percent of GDP and 5.21 percent of Recurrent Revenue.

TABLE 1.16
INTERNAL & EXTERNAL DEBT
ECM$,1990-95

YEAR	EXTERNAL	INTERNAL	TOTAL
1990	107.7	0	107.7
1991	112.8	88.4	201.0
1992	119.0	82.9	201.9
1993	126.2	143.9	270.1
1994	140.6	171.4	312.0
1995*	136.9	184.8	212.0

*Source : Min. of Finance (Note:US$1-EC$2.7169)*SEPT.*

6. THE PRINCIPLE OF MAXIMUM AVAILABLE RESOURCES

"...with regard to economic, social and cultural rights, State Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international co-operation."

Article 4- Convention on the Rights of the Child(emphasis added)

6.1 TOTAL GOVERNMENT EXPENDITURE

The fiscal position of the Federal Government for the period 1991-1996 (projected) is outlined in Table 1.17 below:-

TABLE 1.17
ST.KITTS AND NEVIS FISCAL BALANCES, EC$M) 1991-1996

ITEM	1991	1996*
RECURRENT REVENUE	119.87	165.88
RECURRENT EXPENDITURE	127.47	158.46
RECURRENT ACCOUNT BALANCE	-7.60	7.42
CAPITAL REVENUE	28.46	104.67
CAPITAL EXPENDITURE	16.82	112.10
CAPITAL BALANCE	11.64	-7.43
TOTAL SURPLUS/DEFICIT	4.04	-0.01
RECURRENT REVENUE AS % OF CURRENT GDP	31.60	0.00
RECURRENT EXPENDITURE AS % OF CURRENT GDP	33.60	0.00

Source : Statistics Section : Planning Unit Note: ESTIMATES*

The actual data available indicate that the financial position of the government weakened in 1994. A recurrent account deficit of EC$6.8 million was recorded in 1994 compared with a surplus of EC$9.16 million in 1993. The expansion in current expenditure outpaced the growth in current revenue. However, the projected revenue for 1995/96 indicate recurrent account surplus for both year. Recurrent revenue was 32 percent of GDP in 1991 and 35 percent in 1994.

Capital expenditure expanded from EC$28.46 million in 1991 to a projected EC$112.10 million in 1996. Capital revenue, however, which was EC$28.46 million in 1991 is projected to rise to EC$104.67 million in 1996. Recurrent expenditure as a percentage of current GDP rose from 33.6 percent in 1991 to 35.9 percent in 1994.

6.2 SOCIAL SECTOR EXPENDITURE

TABLE 1.18
PUBLIC SECTOR EXPENDITURE ANALYSIS,(EC$ M)

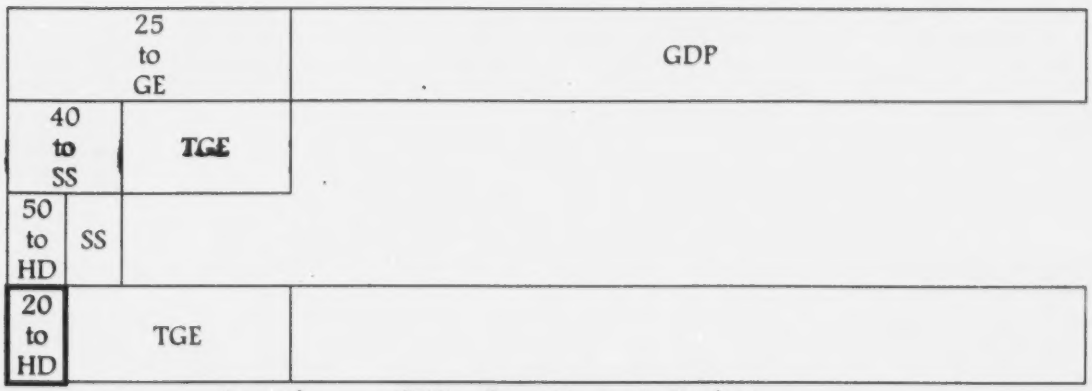
	Health	Education	Total	% Health	% Education
1990	8.36	14.96	112.39	7	13
1991	9.01	21.01	144.29	6	15
1992	10.13	16.58	149.94	7	11
1993	11.06	1682	171.05	6	10
1994	14.13	22.44	198.88	7	11

Source: Ministry Of Finance

The data illustrated in Table 1.18 outline the amount and percentage of government expenditure on Health, Education, Youth and Community Affairs for the period 1990 - 1994. There exists presently within the Department of Community Affairs a Social Needs Section. This has recently been conceptualised and although it has on going programmes no budgetary allocations have been made for its activities. Education includes Youth and Community Affairs and the data include capital Expenditure.

The department has however, identified certain priority areas such as child displacement, child abuse training and parent education especially in the rural areas for which funding will be sought. These activities will be intensified in the ensuing years.

CHART 1
THE NATIONAL DIMENSION OF THE 20:20 COMPACT
Percentages



Legend:
GDP Gross Domestic Product
GE Total Government Expenditure
SS Social Sector expenditure
HD Human Development Expenditure

TABLE 1.19
SIZE OF GOVERNMENT IN THE ECONOMY 1990-1994 (EC$ M)

	1990	1991	1992	1993	1994
GDP at Market Price	411.3	428.1	475.6	514.9	559.3
Total Govt Exp. (TGE)	117.9	144.3	149.9	171.1	198.9
TGE/GDP (%)	29.0	34.0	32.0	33.0	36.0

Source: Statistical Section: Planning Unit; ECCB

The data illustrates the size of Government in the economy. The Public expenditure ratio, when examined in the context of the UNDP's recommended optimal level for Government's expenditure (25% of GNP) shows

that for the period under consideration, this targeted figure has been surpassed each year. GDP figures are available and are therefore used for the purpose of this paper.

The lowest rate (32%) in the past four year period is in 1992, the year before the general elections. From 1993 to 1995 several capital projects have been implemented by Government. The ratio is within the UNDP's recommended optimum of 40 percent of Government social sector expenditure to total Government expenditure. During the period under review, a greater proportion of the expenditure on the social sector was allocated to Education Youth Affairs and Community Development.

6.3 SOCIAL PRIORITY RATIO

The Human Development impact of Government expenditure is assessed for 1994, using the social priority and human expenditure ratios. In that year (1994), the human priority share of the social sector spending was 46 percent. This is 4 percent lower than the recommended 50 percent for social priority ratio allocation.

When expenditure on low-cost housing for 1994 is included as a human development indicator, the social priority ratio rises to 49 percent, just 1 percent below the recommended 50 percent level.

7. POLICY FORMULATION & PLANNING FOR CHILDREN AND WOMEN: COORDINATION, ORGANIZATIONAL STRUCTURE AND SYSTEMS

As regards Policy Formulation, the intention of the present Government to continue the struggle against all forms of discrimination against women was very forcefully put on page 30 of its 1995 Manifesto. The following is a Summary.

The New Labour Government Will:

- *Ensure that women have equal opportunity and equal pay for the jobs performed by them;*
- *Promote continuing education and training for women who did not finish their formal education owing to pregnancy;*
- *Improve the facilities and amenities provided for female workers in industrial plants, shops, stores and sugar estates;*
- *Expand and improve maternity and family benefits paid by the Social Security Scheme to improve the quality of women;*
- *Encourage and promote Women's Organizations in order to encourage the full participation of women in National life;*
- *Review and update legislation to discourage the sexual harassment of women in the work places;*
- *Pass legislation encouraging the in-camera hearing of rape cases;*
- *Introduce more severe penalties for persons convicted of rape and battery of women."*

Source : The New Labour Party Manifesto 1995.

7.1 MONITORING THE IMPLEMENTATION OF THE CONVENTIONS

St. Kitts and Nevis have signed the U.N Convention on the Rights of the Child. It has enacted the following legislation to enhance the rights of the child:-

- Age of Majority Act (No 15 of 1983)
- Juvenile Act (CAP 39)
- Probation and Child Welfare Board Act 1994

St. Kitts and Nevis committed to ensuring that the rights of every child are safeguarded and enhanced in every possible way. In an effort to pursue the policies and principles enshrined in the Convention in St. Kitts the following tasks have been undertaken:-

- Workshops were held by the Department of Community Affairs to sensitise the general public on the recommendations of the Convention and its implementation.
- Government undertook legal reforms such as The Law (Miscellaneous Provisions) Act 1992 and the Probation and Child Welfare Act 1994 to implement certain aspects of the Convention on the Rights of the Child.
- The Government has ratified the Convention on the Prevention, Punishment and Eradication of Violence Against Women and the Elimination of All Forms of Discrimination Against Women and has acceded to the O.A.S. Convention on Violence Against Women.

A Probation and Child Welfare Board under the provisions of the Child Welfare Act 1994 has been established.

- The Juvenile Act (CAP 39) makes provision for the protection of children and young persons.
- The legal age at which a child may undertake full-time or part-time employment is at the age of 16 years as provided in the Employment of Children (Registration) Act.
- The age of consent as provided in the Offenses Against Persons Act is over 16 years. A person may not enter marriage legally at or prior to 16 years of age without the consent of a parent or guardian as provided in the Marriage Act.
- A child's privacy in court cases is protected as provided in the Juvenile Act.

The St. Kitts and Nevis Constitution protects children in the following manner:-

- Life, liberty, security of person, the enjoyment of property and the protection of law.
- Freedom of conscience, of expression and of peaceful association.
- Protection for his/her person privacy, privacy of home and other property and deprivation of property without compensation.
- No child can be discriminated against as a result of being born out of wedlock.
- The rights of children to enjoy freedom of expression, freedom of thought, conscience and religion and freedom of peaceful assembly.
- The right not to be subjected to torture or other cruel, inhuman or degrading treatment or punishment.
- The legal responsibilities and duties of parents and guardians are set out in the Juvenile Act. The Act stipulates that such a person must provide adequate food, clothing, rest, medical care and/or lodging. In appropriate cases the government provides assistance to needy parent.
- Visiting rights of parents in custody cases are protected by law.
- The Child Welfare Board has the responsibility for the investigation and supervision of children who are in need of care and protection in a family environment. They are responsible for the placement of children in institutions of foster care supervising their progress and evaluating such placement. However the board is not functioning to meet these needs and challenges
- The Public Health Act provides for basic health. It governs hospital and primary health care. The Act provides for immunization without charge. St. Kitts and Nevis has 100 percent immunization.

- There is an aggressive public education programme which targets immunization, control of diarrhoea, breastfeeding, adequate infant nutrition and the promotion of prenatal and post natal care.
- The Education Act of 1975 makes legal provision for education. St. Kitts and Nevis provides free education at primary, secondary and tertiary levels.
- Facilities for leisure, recreation and cultural activities are available at schools and in the community at large. Children are encouraged to participate fully in cultural and leisure activities.

It is envisaged that in the near future the government will re-organise the child welfare Board, so that it can function to effectively meet the challenges and responsibilities for which it was originally created. It is also desirable that government will go much further and satisfy the CRC and see the necessity to set up a National Commission to monitor CRC. There is need for a community Development group for children and a women's group for girls

7.2 NATIONAL INSTITUTIONAL ARRANGEMENTS FOR DATA COLLECTION, ANALYSIS AND USE

In St. Kitts and Nevis the Statistical Office, Planning Unit is the focal point for the collection of economic and social data. However, individual government departments collect their own data and remit them to the statistical office. For example, data on employment and unemployment are collected by the Labour Department, on Education by that Department, etc. The result of this lack of centralised control is that information collection and tabulation are irregular and infrequent.

The present recommendation before government is for a Centralised Statistical Office/Department, staffed and equipped to pool all the resources of the various departments. Here the collection of information could be standardised and regular reports would be issued. It would be easier in this setting too to co-ordinate with local institutions, regional and international agencies other organisations.

8. MAIN ACTORS OF SOCIAL CHANGE AND DEVELOPMENT.

In addition to those initiatives taken by the Government through the Legislature, the Constitution, Departmental and Institutional arrangements, the Government as the Main Actor for Social Change and Development solicits and accepts the voluntary roles and contributions of the private sector and benevolent foundations and organizations. Indeed these and other NGO'S have contributed tremendously to changing and thus creating a more favourable scenario for Women and Children within the Federation.

Inclusive of some of the more well-known and established organizations, clubs, societies and associations are :-

- The Business Professional Women's Group
- Change Centre in Nevis.
- Future Secretaries Association.
- International Women's Association.
- Keys Women's Group.
- Molineaux Women's Club.
- Mothers' Union.
- National Secretaries Association.
- St. Kitts-Nevis Family Planning Association.
- St.Kitts Nurses Association.
- Women's Aglow Fellowship.
- Women's Fellowships/ Groups in almost all Churches.

By way of illustration the CHANGE CENTRE referred to above is singled out for special mention. It has an Advisory Committee and a voluntary Board. One specific focus of the Centre is that it endeavours to collect data on : -

- Child Sexual/Physical Abuse.
- Child neglect.
- Crisis Intervention.
- Community intervention for Services.
- Family violence.
- Violence against Women.

There is need for the following to play a more dynamic role in the re-educative and re-socialisation processes.

- The Media has a responsibility in helping to foster gender equality, and to avoid making statements which smacks of gender stereotyping. Negative images and derogatory stereotypes of women in calypsos and advertisements should be avoided.
- Cultural penetration of the media, radio, television and the foreign press have frequently introduced new and deviant strains of sexism and racism which are alien to Kittitian and Nevisian Culture. Much of these foreign influences have fostered some degree of instability in homes and families through mis-interpretation of traditional roles which have no relevance to developing island communities.
- Commenting on the image of Women in West Indian Literature, Green -Williams opined " the black-woman has been defined and constituted often through historic discourses-especially those which stress her ethnoracial or sexual character". (Caribbean Quarterly Volume 34 Nos. 1 and 2 , 1988).
- Not only the literature text books, but many of the oral traditions handed down from generation to generation, including fairy tales and Brer Annancy Stories (Brer Annancy outwits women and children) are replete with gender stereotypes.
- Additionally, it has been noted that children are exposed to Gender stereotypes in the Yellow pages of Telephone Directories. Problems about the family in mathematics text books, English text books as well as teaching styles (for example directing questions pertaining to arts and social studies to females as distinct from scientific and mathematical ones addressed to males) can and do convey overt and covert impressions of gender stereo-types.
- Further so the argument runs, very early in the process of socialization parents unknowingly re-emphasize future masculine and feminine roles in their children by the types of gifts given at Christmas and on Birthdays, notably, toy guns and cars to boys and dolls for girls.

Careful consideration of the above and other matters may be useful in developing strategies and approaches to strike a judicious balance in the avoidance of gender stereotyping in home, school and community.

CHAPTER TWO:
Child Survival

"State Parties shall ensure to the maximum extent possible the survival ...of the child."

Article 6.2 - CRC (emphasis added).

"State Parties recognise the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. State parties shall strive to ensure that no child is deprived of his or her right of access to such health services."

Article 24.1 - CRC (emphasis added).

"State Parties... shall take appropriate measures to ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care."

Article 24.2(b) - CRC (emphasis added).

"State Parties recognise the right of every child to a standard of living adequate for the child's physical development."

Articles 27.1 - CRC (emphasis added).

"State Parties...shall in case of need provide material assistance and support programmes, particularly with regard to nutrition, clothing and housing."

Article 27.3 - CRC (emphasis added).

"State Parties... shall take appropriate measures to ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breastfeeding, hygiene and environmental sanitation and the prevention of accidents."

Article 24.2(e) - CRC (emphasis added).

CONCEPTUAL LINKS BETWEEN:
Convention on the Rights of the Child (CRC)
Year 2000 Goals of the World Summit for Children (WSC)
Goals of the Caribbean Cooperation in Health (CCH)
Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)

	CRC ARTICLES - State Parties shall:		WSC GOALS	CCH GOALS	CEDAW ARTICLES	
S U R V I V A L	6.1	Recognise every child's inherent right to life.	1. CHILD MORTALITY • Eradication of polio worldwide. • Elimination of neonatal tetanus. • Reduction of measles cases/deaths. • High immunisation coverage against childhood diseases and tetanus in women of child-bearing age. • Reduction in under-5 diarrhoea mortality and incidence. • Reduction in under-5 mortality by respiratory infections. 2. MATERNAL MORTALITY • Family planning information to prevent pregnancies that are too many, too close, too early/late. • Prenatal care, trained attendant during childbirth, obstetric emergencies, high-risk pregnancies. 3. NUTRITION • Health/Nutrition support during pregnancy, childhood, adolescence. • Reduction in under-5 severe & moderate malnutrition. • Reduction of low birth weight. • Reduction of anaemia in women • Elimination of iodine deficiency disorders. • Elimination of vit. A deficiency. • Exclusive breastfeeding for 4-6 months, 2 years complementary. • Institutionalization of child growth promotion and monitoring. • Increase of knowledge/services for food production. 4. WATER • Universal access to safe drinking water. 5. SANITATION • Universal access to means of excreta disposal.	MATERNAL & CHILD HEALTH Provision of preventive, curative, rehabilitative and supportive services, giving special attention to high-risk individuals and groups. CHRONIC DISEASES & INJURIES Programmes for prevention and control of chronic noncommunicable diseases, including promotive, curative and rehabilitative aspects. FOOD AND NUTRITION Prevent malnutrition in all its forms. STDs & AIDS Increase capacity to prevent and control STDs and AIDS. ENVIRONMENT Promotion of environmental health programmes for safe water supply and excreta disposal, control of pollution, food safety, solid waste and toxic chemicals management. HEALTH SYSTEMS Increase operating capacity to deliver efficient and effective health services, with emphasis on local health systems. HUMAN RESOURCES Plans to train and utilise personnel required for national strategies implementation.	4.2	Special measures to protect maternity.
	24.1	Recognise the right to the highest attainable health standards. Provide medical assistance and health care services.			11.1	Protection of health and reproduction function, working conditions safety.
	24.2a	Diminish infant and child mortality.			11.2	Provision of maternity leave without loss of employment, seniority or other social allowances. Prohibition of dismissal for pregnancy or maternity leave.
	24.2b	Provide primary health care to all children.				
	24.2c	Combat malnutrition, provide nutritious foods and clean drinking water.			12.1.	Access to health care, including family planning.
	24.2d	Ensure appropriate pre- & post-natal care			12.2	Appropriate services and nutrition for pregnancy, post-natal and lactation periods.
	24.2e	Ensure that all segments of society are informed and have access to education and use of basic knowledge of child health and nutrition, breast-feeding, sanitation and accident prevention.			14.1.	Equal access to health care, information, family planning for rural women.
	24.2f	Develop preventive health care and family planning education and services.			14.2	Equal access to housing and sanitation conditions for rural women.
	27.1	Recognise the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.			16.1	Marital, parental and reproductive rights, number and spacing of children
	27.3	Assist parents and others responsible for the child to implement this right, provide material assistance and programmes, particularly nutrition, clothing, housing.				

1. GENERAL PRINCIPLES

The Federation of St. Kitts and Nevis is committed to safeguarding the rights of the child; to ensure its educational development; provide adequate health facilities for its survival and provide legal protection against abuse and victimization.

Article 24 of the CRC recognises the child's right to "the enjoyment of the highest standard of health". It is therefore concomita nt on the government and people of the Federation to provide facilities to ensure the provision of medical assistance and health care for all children with emphasis on the development of Primary Health Care. To this end, the Federation has allocated resources to achieve these objectives in recognition that each child has a right to life, and will only survive and develop in a healthy environment.

The needs and rights of the child to survive in a health environment is fully accepted by the community. The needs of the child, i.e. the interrelationship between the child and the environment are addressed on a daily basis .

Successive governments have committed resources in education and health with the specific objective of enhancing the development of the child so that he/she may participate fully in nation building.

Primary Health Care provision is of paramount importance in the Federation. The programme is administered through the District Health Centres. Free medical and dental care is provided to children of school age. Pre and post natal care including immunisation and advice on and help with nutrition receives the level of attention which is concomitant with achieving the standards pertaining to a modern society.

The right of the child to survive and develop is enshrined in the Constitution of the Federation and additional protection is accorded through legislation.

2. ASSESSMENT OF SITUATION AND TRENDS

"State Parties recognise that every child has the inherent right to life."

Article 6.1 - CRC (emphasis added).

"State Parties... shall take appropriate measures to diminish infant and child mortality."

Article 24.2(a) - CRC (emphasis added).

"State Parties... shall take appropriate measures to ensure pre-natal and post-natal health care for mothers."

Article 24.2(d) - CRC (emphasis added).

2.1 Infant & Child Mortality

TABLE 2.1 TOTAL DELIVERIES AT THE GENERAL HOSPITAL					
YEAR	1991	1992	1993	1994	1995
DELIVERIES	720	680	715	926	656
Source: Nutritional Surveillance Unit					

Most births in St. Kitts and Nevis take place in the general hospitals of which there are three in St. Kitts and one in Nevis.

Table 2.2 illustrates the Infant Mortality Rate (IMR) in St. Kitts and Nevis. Infant mortality rate has fluctuated over the period. However, it has decreased from 41.5 in 1978 to 24.2 in 1994. Of the twenty-two deaths in 1994, five were in the age range 1-4 years.

TABLE 2.2 INFANT MORTALITY RATE ST.KITTS & NEVIS, 1978-1994				
YEAR ENDING	MALE	FEMALE	TOTAL	I.M.R
1978	24	20	44	41.5
1986	21	19	40	39.7
1994	13	9	22	24.2
Source : Health Inform. Centre Nutrition Surveillance Unit				

Health personnel contend that the rate is high given the available health care facilities in the Federation. There is a concerted effort, including health seminars to reduce the rate further. Health professionals have identified the following as the basic causes of infant mortality in the Federation:-

- A high incidence of teenage pregnancy in the Federation. This has resulted in immature girls producing immature babies;
- Incidence of hypertension (high blood pressure) among pregnant women;
- Poor attendance at clinics resulting in inadequate anti-natal care;
- Lack of sophisticated equipment in the hospitals to care for affected children unavailability of trained staff to operate the equipment.
- Asphyxia;
- Congenital defect;
- Gastroenteritis;
- Heart defects (TGA)
- Aspiration pneumonitis
- Shock (DHF)
- Hemorrhagic diseases

Whenever high risk pregnancy is identified, these are referred to the obstetrician of the mothers' choice. There is no centralised unit for referral and presently there are two obstetricians employed by Government. This limits the availability of the service. Provision is made for all mothers on the third trimester and those with high risk pregnancies to be seen by these obstetricians free of cost.

TABLE 2.3 STILL BIRTHS, ST.KITTS & NEVIS 1978-1994			
YEAR	MALE	FEMALE	TOTAL
1978	15	16	28
1986	4	10	14
1994	10	7	17
Source: Health Information Centre Nutritional Surveillance Unit			

The number of still births in St. Kitts and Nevis has fluctuated over the period 1978-1994. The number fell below thirty since 1981 and has been less than twenty-five from 1985 to 1994. In 1994 the still birth rate was 18.3. Perinatal deaths were thirty-three and deaths of infants less than seven days was 16. The data for the period is set out in Table 2.3

TABLE 2.4 NEONATAL MORTALITY RATE 1978-1994	
YEAR	N.N.M.R
1978	22.66
1986	28.80
1994	19.8
Source: Health Information Centre Nutrition Surveillance Unit	

Neonatal mortality rate (up to 28 days) in St. Kitts and Nevis has fluctuated without any definite trend for the period 1978 - 1994.
Main causes of Neonatal deaths in St. Kitts and Nevis are attributable to:-

- Asphyxia
- Immaturity
- Other, such as congenital defects

Post neonatal deaths (28 days to 11 months) are caused mainly by:-

- Gastroenteritis
- Congenital Heart Defects (TGA)
- Aspiration Pneumonitis
- Hemorrhagic Shock (DHF)

Infant Mortality by age cohort of mother is shown in Table 2.5 below:-

TABLE 2.5 INFANT MORTALITY BY AGE PERCENT DISTRIBUTION, 1990-94					
AGE	1990	1991	1992	1993	1994
Under 20	17.8	28.6	20	25	20
20 - 24	25	21.4	20	20	15
25 - 29	39.3	14.3	30	15	30
30 - 34	10.7	14.3	20	15	25
35 - 39	3.6	14.3	10	15	10
40 - 44	3.6	7.1	0	10	0
Source: Public Health Section: Health Dept.					

The age cohort of mothers showing the highest incidence of infant mortality is the 25-29 age group followed by the 30-34 and the under 20. Most premature births are found in the under 19 age group.

Post natal care

There are eleven clinics in St. Kitts and six in Nevis. Thirty-five percent (35%) of pregnant women are seen by clinic nurses prior to sixteen weeks. Although physician data is unavailable. It is understood that their services are heavily utilised. There is a continuum of care in the Federation. Clinics are held monthly for the different age groups. Infants are seen monthly in every clinic and toddlers once every quarter. Pre-schools are visited by District Nurses.

2.2 *Maternal Mortality And Morbidity*

TABLE 2.6 MATERNAL MORTALITY RATE (M.M.R.)						
YEAR	1990	1991	1992	1993	1994	1995
M.M.R.(%)	2	3.1	1.1	1.1	0	0
Source :Hospital Records						

Virtually all births take place in the four hospitals in the Federation, under the supervision of trained health personnel. No maternal deaths were recorded for 1994/95.

This has declined consistently over the period and could be attributed to better health education, awareness and improved health standards.

High risk pregnancies

At the end of 1995, there was only one obstetrician employed by government; There are now two. High risks pregnancies, when detected are therefore referred to an obstetrician of the mother's choice. Visits were in the past, curtailed due to high cost of private treatment, thus leaving both the mother and baby at risk. However, at present all mothers with high risk pregnancies can see the obstetrician free of cost. This has been recommended to government to establish a Central Centre/Clinic to which all such cases can be referred.

Antenatal care

On average 35 percent of pregnant women are seen by clinic nurses, bi-monthly, at the seventeen centres in the Federation. Physician data is unavailable though their services are heavily utilised.

Vitamin A deficiency has not been predominant in pregnant women during the last five years. Health workers have sensitised the population to the need to eat fruits and vegetables and in particular green and leafy vegetables. Iron tablets are issued free at Health Centres to cater for any deficiency. These are issued either every two weeks or monthly depending on the stage of the pregnancy. Haemoglobin levels are checked free at the J. N. F. hospital laboratory twice during pregnancy. Data and results are remitted to the Nutrition Surveillance Unit.

Virtually all births are attended by health personnel. The number of hospital beds for 1994 are as follows:-

TABLE 2.7
OBSTETRIC BEDS ST. KITTS & NEVIS

Health Facility	*A*	*B*
J. N. F. (SK)	30	150
POGSON (SK)	10	30
MARY CHARLES (SK)	2	10
ALEXANDRA (NEVIS)	10	28

Source: Hospital Records

Obstetric emergency transfers are referred to the J. N. F. General Hospital. The referring physician or nurse contacts the consultant and transportation is arranged by the referring party (boat, plane or ambulance). (A=Obstetric beds; B= Hospital beds).

In 1993 there were 33 doctors serving a population of 43,520. This gave a doctor population ratio of 1:1,319 for the Federation. During the same period nurses and nursing assistants, qualified and training numbered 287. This gave a nurse/assistant population ratio of 1:152.

Health education

Family life and Health Education is taught in all High Schools in the Federation. Workshops on parent Skills and related fields are conducted by the Department of Community Affairs, the Family Planning Association and other non-governmental organisations.

2.3 *Child Morbidity And Nutrition*

2.3.1 Immunopreventable Diseases

The Federation has implemented a national immunization schedule. This targets over 1,000 children annually. The coverage is as follows:

Infants:-

- doses DPT -100 coverage (3 doses by 7 months, 1st booster by 18 months, 2nd booster between 3-6 years)
- doses OPV-100percent coverage (applied at the same time as DPT)
- dose MMR-100 percent coverage (between 9-15 months)
- Poliomyelitis-100 coverage

Booster of the above are administered at the stipulated times.

BCG: Vaccinations have been instituted at birth or within three months of life where previously one dose was given at five years (school age). There has been no confirmed cases of measles since 1991. All children immunization records are checked at primary School entry by District Nurses. Defaulters are updated at that time.

A study was done by CAREC (1985), which indicated that there existed a high prevalence of HEPATITIS B amongst the community in the Federation. From 1993 Hepatitis B vaccine is given to new borns. However, all vaccines were lost in the hurricane and the programme was therefore discontinued at that time. It has since been resumed. This is of concern to health workers. In essence 1,000 babies per year should be vaccinated. The aim is to expand the programme to include the 9-11 year olds. The vaccine used in the Federation is ENGERIX-B. Funding is required to restart the programme.

2.3.2 Child Morbidity

The main causes of admissions to the hospitals in the Federation are internal, Respiratory infection and gastroenteritis.

TABLE 2.8
PAEDIATRIC ADMISSIONS BY CAUSES

CAUSES	1993	1994	1995	TOTAL	%
RESPIRATORY	227	159	132	518	26
GASTROENTERITIS	124	120	125	369	18
INTERNAL	332	325	177	834	41
EXTERNAL	71	60	54	185	9
OTHER	33	40	55	128	6
TOTAL	787	704	543	2,034	100

Source: Hospital Records

The pattern is consistent throughout the period investigated. The main causes of admissions for infants are ARI and gastroenteritis. In children 1-4 years these are identified as gastroenteritis, ARI and Trauma. ORS is available and is utilised in ORT.

Main causes of gastroenteritis can be attributed to overcrowding , poor hygiene practices, improper sewage disposal and untreated drinking water.

Detailed Paediatric Reports by causes in St. Kitts and Nevis is given in Table 2.9 below:-

This data contain reports only from the Health Centres, district nurses and doctors. This format treated all respiratory infection as gastroenteritis. The differences in the figures are caused mainly by the method of collection and the format made available to health personnel.

Further disaggregation of data for the control of diseases was available for 1994. This is outlined in Table 2.10 below. The data refer to hospital admissions at the J. N. F. Hospital by causes:-

TABLE 2.9
PAEDIATRIC REPORTS BY CAUSES,1990-95

CAUSES	1990	1995
MALNUTRITION	16	27
GASTROENTERITIS	508	419
ACUTE RESPIRATORY INFECTION	-	67
NEONATAL IMPILIGO	-	18
DIARRHOEA	-	10
MUMPS	31	2
DENGUE FEVER	-	11
VOMITING	-	22
CONJUNCTIVITIS	-	6
INFLUENZA	44	-
MEASLES	94	-
CHICKEN POX	1	1
MENINGITIS	-	-
FLACID PARALYSIS	-	-
TOTAL	694	583

Source: Nutrition Surveillance Unit

TABLE 2.10
HOSPITAL ADMISSIONS 1994

		ADMISSIONS			DEATHS	
	TOTAL	<1	1-4	5-12	<1	<5
DIARRHOEA	101	25	34	8	1	1
A. R. I.	61	13	24	14	0	0
ASTHMA	30	5	11	5	0	0

Source :JFN General Hospital

ORS ACCESS	
NO.OF HEALTH FACILITIES(UNITS)	21
PROVIDING ORS(UNITS)	21
POP.ACCESS TO POTENTIAL PROVIDER	10
POP. ACCESS TO ACTUAL PROVIDER	10
ORS USAGE	10

Source : Discussion with Health Professionals

Diarrhoea was the main cause of admissions accounting for 35 percent of all admission. The highest incidence is in the 1-4 year age group.

TABLE 2.11
DEFINED PROGRAMS ESTABLISHED

	PREVENTION	CONTROL
DIARRHOEA	YES	NO
ART	NO	NO
ASTHMA	NO	NO

Source :Management workshop conducted in 1995

2.3.3 Malnutrition

Prior to 1986, St. Kitts-Nevis measured malnutrition using the Gomez classification. In 1986, the Federation adopted the Caribbean Growth Chart developed by the Caribbean Food and Nutrition Institute (C.F.N.I.) on the basis of values recommended by W.H.O.

The Nutritional Surveillance Unit (N.S.U.) is a department in the Ministry of health and Women's Affairs. The N.S.U.'s surveillance is based on reports provided by the seventeen Health Centres in St. Kitts and Nevis. Its reports are therefore based on visits to the Health Centres. The clients are mainly working class, with minimal attendance by the middle classes.

In September 1995 Nutritional Surveillance Unit designed a three year NATIONAL PLAN OF ACTION FOR NUTRITION. The following key issues were identified:-

- Iron deficiency anaemia among pregnant women who attended the health centres.
- Breast-feeding practices for a minimum of three months.
- The prevention and management of the non-communicable chronic nutrition-related disorders (NCCDs).
- Promoting food quality and safety measures.
- Nutrition surveillance system for infants 0-59 months of age, school children and individuals with the NCCDs.
- Caring for the nutritionally vulnerable.
- Increasing agricultural production and consumption of local foods that will be accessible to all members of the population.
- Strengthening small farmers' (including women) food production and income generating activities.
- Providing an intersectoral approach to the food and nutrition issues of St. Kitts and Nevis.

Malnutrition has declined over the past decade, as the number of normal children increased.

TABLE 2.12
MALNUTRITION AMONG CHILDREN 0-4 YRS

YEAR	NORMAL	MILD TO MODERATE	SEVERELY MALNOURISHED
1990	1,587	157	3
	(84.4)	(8.3)	(0.2)
1991	1,730	167	2
	(85.4)	(8.1)	(0.1)
1992	1,636	142	3
	(85.8)	(7.5)	(0.2)
1993	1,630	143	2
	(85.9)	(7.6)	(0.1)
1994	1,586	105	2
	(86.7)	(5.9)	(0.1)
1995	1,590	75	3
	(89.0)	(4.2)	(0.2)

Source : Nutrition Surveillance Unit

The nutrition status of children under five years who attend clinics has improved over the past fifteen years. In 1980, out of 2,168 children 42 percent were under-nourished; whereas in 1995 4.4 percent of the children were mild to moderate and severely malnourished.

Vitamin A deficiency in under two's does not pose a problem in the Federation. There are no recorded cases of children with Vitamin A deficiency. Mothers are educated and encouraged to give the youths more greens and leafy vegetables and Vitamin supplements are available at clinics. Iodine deficiency increase seems to have been a function of the switch to the importation of non iodized bulk salt. Importers have been requested to switch to the iodized salt to alleviate this problem.

Low birth Weight

TABLE 2.13
LOW BIRTH WEIGHT STK & NEVIS

	1990	1991	1992	1993	1994
NO	101	74	73	76	80
%	10.1	8.1	8.7	9.0	8.9

Source: Nutritional Surveillance Unit

The number of children born with low birth weight (5lbs 8oz or less) over the past ten years fluctuate between 9-11 out of every hundred for the period 1985-1994. Then between 2.0 percent and 0.1 percent for the period 1990-1994. This is illustrated in Table 2.13 below:-

Anaemia

TABLE 2.14
ANTENATAL HAEMOGLOBIN LEVEL-
ST.KITTS, 1986 - 1995

	LOW < 9 grams		MEDIUM 9-10.9 grams		HIGH 11 grams +		TOTAL
YEAR	NO.	%	NO.	%	NO.	%	NO.
1986	35	8.4	220	52.6	163	39.0	418
1987	27	8.2	188	57.1	114	34.5	329
1988	20	6.4	124	34.5	170	54.1	314
1989	7	2.5	85	30.6	186	66.9	278
1994	4	1.4	82	27.7	210	70.9	296
1995	4	1.3	92	30.2	209	68.5	305

Source: Nutrition Surveillance Unit

The data outlined in tables 2.14 and 2.15 for the period 1986-1995 show that the prevalence of anaemia among women has been reduced greatly. In St. Kitts in 1986 8.4% of those who attended the clinic had a level of less than 9 grams. This figure fell to 1.3% in 1995. In that year 92 women had levels of 9 to 10.9 grams and 209 had level of 11grams and over.

In Nevis this reduction in the prevalence of anaemia among pregnant women who attend antenatal clinics has been drastic. In 1995, 1.1 percent of women who attended the clinic had less than 9 grams; 14 (15.7%) had between 9 and 10.9 grams and 74 (73.1%) had a level of 11 grams and over. Iron tablets are distributed to pregnant women free of cost, once they attend the antenatal clinics.

TABLE 2.15
ANTENATAL HAEMOGLOBIN LEVEL
NEVIS, 1986-1995

	LOW < 9 grams		MEDIUM 9-10.9 grams		HIGH 11 grams +		TOTAL
YEAR	NO.	%	NO.	%	NO.	%	NO.
1986	8	5.6	63	44.4	71	50	142
1987	6	6.2	38	39.2	53	54.6	97
1988	7	7.1	51	52.0	40	40.8	98
1989	3	2.8	23	21.7	80	75.5	106
1993	4	3.8	30	28.3	72	67.9	106
1994	1	0.7	20	13.7	125	85.6	146
1995	1	1.1	14	15.7	74	73.1	89

Source: Nutrition Surveillance Unit

2.3.4 Breastfeeding

Breastfeeding has been given global recognition for its contribution to child survival. The integration of breastfeeding promotion, support and protection in national policies and programme has been endorsed internationally as a key strategy for promoting healthy child growth and development. Increasing attention is also given to the importance of breastfeeding as a means of empowering women by increasing their ability and confidence to enhance their health as well as that of their children.

The Government of St. Kitts and Nevis has supported the initiatives at international level for the protection and support of breastfeeding. As a result, efforts have been made at the country level to strengthen breastfeeding promotional activities and to implement measures for increasing support to breastfeeding women. In 1992, a breastfeeding policy and plan of action was prepared at a national workshop. This included provisions for ensuring the application of the International Code of marketing of Breastmilk substitutes and the implementation of the Baby Friendly Hospital Initiative (BFHI) at hospitals in the Federation.

More recently, in the National Plan of Action for Nutrition (NPAN), developed on the recommendations of the International Conference of Nutrition (ICN, 1992) breastfeeding promotion was included as one of the nine 'action-oriented' themes for improving nutrition status. Priority strategies included lactation management training for health workers and the intensification of promotional and support activities.

Since the development of the policy and plan of action in 1992, progress has been made in some areas, particularly in the reform of health practices related to the care of mothers and newborn babies. Practices such as rooming-in, demand feeding and the elimination of routine feeding of pre-lacteal feeds and formula supplements, which are conducive to the successful establishment of breastfeeding have become the norm in hospital facilities.

Mothers also routinely receive breastfeeding information and advice through interpersonal counselling in antenatal and child health clinics. The two main hospitals, J.N.F. and Alexandra, are committed to making their hospitals baby friendly.

In general, however, promotional efforts have been narrowly focused and largely restricted to initiatives within the health system. Recent data on breastfeeding patterns point to a need for the strengthening of on-going efforts and the broadening of the scope of promotional activities.

TABLE 2.16
BREASTFEEDING DATA ST. KITTS & NEVIS
1990 - 1994 BY CLINICAL VISITS

	< 1 mnth	1 mnth	1-3 mnths	4 mnts	5-12 mnts
ST. KITTS	NO. (%)	NO. (%)	NO. (%)	NO. (%)	NO. (%)
1990	-	370 (5.1)	244 (28.8)	-	-
1992	689 (86.6)	450 (62.2)	267 (34.0)	29 (5.3)	21 (4.2)
1993	681 (98.7)	558 (83.0)	339 (49.0)	101 (18.6)	11 (2.0)
1994	718 (100)	596 (83.5)	378 (53.0)	59 (11.7)	2 (0.3_
NEVIS	NO. (%)	NO. (%)	NO. (%)	NO. (%)	NO. (%)
1990	-	716 (69.0)	323 (32.3)	-	-
1993	177 (97.8)	164 (91.6)	112 (62.0)	42 (28.2)	3 (2.0)
1994	186 (92.0)	153 (77.0)	98 (49.0)	25 (19.0)	32 (16.0)

Source: Nutrition Surveillance Unit

In 1994, data from Child Health Clinic records revealed that out of 920 mothers 718 in St. Kitts and 202 in Nevis approximately 100 percent of women initiated breastfeeding, but by the third month of baby's life, only 52 percent of them were practising exclusive breastfeeding.

Eighty percent had stopped breastfeeding by the fourth month, and 96 percent, by the end of the first year. The data further reveal that while seven out of eleven centres encouraged or practiced exclusive breastfeeding up to four months in St. Kitts; only one in Nevis had done this. However, in Nevis 41.7 percent of infants were breastfed exclusively for three months compared with only 29.2 percent in St. Kitts. After four months 11.7 percent were exclusively breastfed in St. Kitts compared with 6 percent in Nevis.

Contributory factors to the present trend in breastfeeding practices include: negative attitudes and misconceptions, particularly in relation to the adequacy of breastmilk, on the part of mothers and influential persons (grandmothers, fathers, female friends) in the home environment; complacent or negative attitudes, outdated knowledge and lack of sufficient training in lactation management on the part of health personnel, and, the lack of necessary support in the home and work-places for breastfeeding women who need to return to paid work.

In this situation, the women are often likely to receive inadequate and sometimes conflicting information on the benefits and management of breastfeeding which may directly undermine their confidence and ability to comply with breastfeeding recommendations. Their confidence may be further weakened by the lack of a chain of strong and positive support extending from the health system to the home and work environments.

In St. Kitts and Nevis women receive three months maternity paid leave. They are also entitled to a maternity grant. No data was collected for 1991 in St. Kitts and Nevis nor for 1992 in Nevis.

2.4 ENVIRONMENTAL HEALTH

Table 2.17
Household Water Supply

Type of water supply	No.	%
Private-piped into dwellings	682	5.7
Private-catchment not piped	260	2.2
Public-piped into dwelling	5966	49.5
Public-piped into yard	2,031	16.8
Public-stand pipe	2,743	22.7
Public-well or tank	192	1.6
Other	182	1.5
TOTAL	12,056	100

Sanitation and hygiene are the responsibility of the Chief Medical Officer, through the department headed by the Chief Public Health Inspector. There are twelve districts in St. Kitts and Nevis, each supervised by a District Public Health Inspector. The District Inspectors monitor house to house sanitation, meat inspection, vector control, food handling and all other vital areas of public health in there districts.

At the national level, the organisation and control of solid waste disposal, food hygiene, port and industrial hygiene and infectious diseases are the major tasks of the Chief Public Health Inspector and his staff.

The 1991 draft census results indicate existing water and sewerage facilities are distributed as follows (Table 2.17) and distribution by type of toilet facility as in Table 2.18.

It should be noted that a 1994 report on Wastewater/Liquid Waste Management by the Chief Public Health Inspector CPHI) indicate that 428 out of 7285 occupied premises on St.Kitts had no pit or privy.

Table 2.18
Waste Disposal by Type

Toilet Facility by Type	No.	%
Water closet linked to sewer	153	1.3
Water closet/cesspit/sceptic tank	6,557	54.7
Pit latrine	4,828	40.0
Other	111	0.9
None	407	3.4
Total	12,056	100

Solid wastes disposal is by dumping. In St. Kitts there are two locations - Conaree for Basseterre and surrounding areas and Sandy Point. St. Kitts and Nevis is included in the Solid Waste management programme funded by the World Bank for the O.E.C.S. territories. The project is aimed at modernising the existing system. The dump at Conaree was to be upgraded, modernised and fenced. New equipment was to be installed. The loan can be activated when the conditions precedent have been met.

The department has been unable to satisfy the demand with its existing resources. It has been forced therefore to subcontract some of its work to private waste disposal companies.

Liquid waste in Basseterre and throughout the country is discharged into public drains. This includes grey water and silage. These together with institutional and industrial waste presently go into the sea. They could in the long run destroy the marine ecosystem.

Health personnel are concerned about the impact of poor liquid waste disposal practices. However, the lack of documentation of related infections, particularly those of ear and skin makes it difficult for them to draw specific conclusions . Grey water from residents and restaurants flow directly into the Basseterre harbour. In addition the effluent from the Sugar factory , during the crop season flow directly into the bay, as does that from the Bottling Company.

Officials are also concerned about the improper design of sceptic tanks. There is a shortage of manpower to monitor the construction of sewerage facilities in new buildings. This could be alarming as there is increasing residential development in the area bordering the main aquifer which provides drinking water to Basseterre. The possibility exists of contaminating the central water system.

There are five sewerage treatment plants in the Federation. Four are in St.Kitts and one in Nevis (Ref. A.A Vlugman : Assessment of Operational Status of Wastewater Treatment Plants in the Caribbean 1992). The operational status of the four package treatment plants on St.Kitts is rated as poor to moderate by Vlugman. The CPHI in his report in 1994 stated that "on several occasions these plants were malfunctioning due to lack of improper maintenance or trained personnel."

Another concern is the status of the extended aeration plant at the JNF Hospital. In March 1994 the CPHI reported that the plant was not being operated properly and in particular that the chlorination system was not being used to disinfect the effluent. His other chief concern was that the effluent was being discharged into a long poorly maintained drainage ditch (which also conveys brewery liquid waste) that drains into the marine environment at Lime Kiln Bay.

It has been proposed that a Central Waste Treatment Plant, located strategically and served by four substations could alleviate the problem in Basseterre and the surrounding areas.

Water for drinking outside of Basseterre is untreated. The prospect for epidemic is always possible. Water is continuously monitored and tested. Beach water is also tested, especially in the recreational areas.

The department conducts training for meal and food handlers as well as post mortem to determine quality of food.

Pest health inspection is of some concern to the Department. It recognises that better supervision of arrivals needs to be implemented to prevent any disaster.

2.5 REPRODUCTIVE HEALTH

TABLE 2.19
LIVE BIRTHS BY TEENAGERS
ST. KITTS & NEVIS, 1990-93

AGE	1990	1991	1992	1993
10 - 14	5	2	5	7
15 - 19	160	163	161	137
Total %	17	18	20	17

Source: Statistical Section: Planning Unit

Data illustrated in the table indicated that for the period 1990 to 1993 the number of live births to mothers under 19 varied from 17 percent of total births to a high of 20 percent in 1992.

Family Planning advice, guidance and counselling are provided by the Family Planning Administrator at the Health Centre and by the Family Planning Association, a non-government organisation. There is some concern at the level of teenage pregnancies in the Federation.

Family Planning Education is given in the High Schools. Family life education is taught at all levels in the other schools. The programme is also done at the 17 Health Centres in the Federation.

TABLE 2.20
USE OF CONTRACEPTIVES BY %

TYPE	1985	1993	1994	1995 *
Oral contraceptive	51.8	47.8	50.0	52.00
Injection	5.9	10.7	25.5	28.8
Condom, Diaphragm	28.9	29.9	20.0	10.7
I.U.C.D.	13.4	11.6	4.5	8.5
TOTAL	100	100	100	100

*Source: Family Planning Unit Health Centre Note * Jan-Jun No.& %)*

The data in Table 2.20 pertains to the usage of contraceptives in the Federation by persons who visit health centres around the islands. It does not reflect the distribution practices of the Family Planning Association nor sales at drug stores.

The data suggests that about the same number of women in the urban and rural areas use oral contraceptives. In 1994/95 over half the number of women used oral contraceptives, but the use of the injection has continued to increase.

There seems to be a slight preference on the part of urban women over rural women for the IUD. Participants are found to be receptive to advice given at post natal clinics. Many teenage mothers go to doctors after the birth of their first child for contraceptive advice.

Family planning officers conclude that only a small percentage of teenagers are not sexually active. A minority begin in the Primary schools. Based on their experiences and interactions with young people, family counsellors indicate that teenagers, though knowledgeable, tend to be more careless, and therefore become pregnant. In fact, the data on teenage pregnancy reveals that in 1980, 30 percent of the pregnancies occurred among teenagers but in 1992 the rate was reduced to 19.7 percent. Between 1987 and 1992, the rate has been shifting between 17 percent and 20 percent. The nonchalant attitude among teenagers may be due to the fact that many teenagers are ignorant about their body and how it works. However, guidance counsellors, health educators and family planning counsellors reach out to schools, community groups and to the workers at the industrial site to better inform them about family life education.

There is some concern about the lack of proper information and guidance given to teenagers. Health professionals conclude that teenagers need to be counselled on personality and emotional development, attitudes and career choices.

Contraceptives are given freely at the health centres and the family planning , clinics/offices. However, as of July 1994, the United States Agency for International Development (USAID) will no longer be providing funding for contraceptives. Health officials here and in the region have therefore expressed concern as to what some of the effects may be. The cost factor may have a detrimental effect on the use of contraceptives especially among the youth. However, government has agreed to provide funds to purchase contraceptives after this date.

For the immediate future family planning officers intend to implement programmes aimed at increasing the education process to help the teenagers. The male partner will be targeted and encouraged to participate in the programme. Male motivation n the use of contraceptives seems to be a problem.

2.3.5 STD AND HIV/AIDS

TABLE 2.21
STD'S BY TYPE ST.KITTS & NEVIS

TYPE	1990	1991	1992	1993	1994	1995
Syphillis	4	1	2	28	24	24
Gonoccal Infection	36	94	100	80	47	52
Chlamydial Infection	0	0	0	0	1	18
Genital discharge Syndrome	0	0	0	0	0	18
Genital Utera Syndrome	0	0	0	0	0	5
Aids	0	1	4	2	6	2
Urethral discharge	0	0	0	0	4	0
Yeast Infection	0	0	0	13	6	0
Vaginitis	0	0	2	0	0	0

Source : Health Centre

Data available on STD and HIV Aids provided by the health centre are outlined in Table 2.17. The data reveal a high incidence of gonoccal infection compared with other STDs.

The data refer to adults. The accuracy of the information is hampered by low and late reporting by medical staff. At the time of this survey there were no reported cases of HIV/AIDS in children in the Federation. The Health Department has initiated an on going programme to sensitise the public about the dangers of HIV/AIDS. This is done through the media and the schools.

3. REVIEW OF POLICIES PLANS AND PROGRAMS

Health care services are available at the clinics around the island free of cost. Citizens, including pregnant women and mothers, are therefore free to visit and be counselled on a wide range of health issues.

The St. Kitts-Nevis LABOUR Party was elected to office in general elections held on July 3, 1995. The government is in the process of preparing its five year development plan. Accordingly, the party manifesto and the Throne Speech are being used as guides to identify policies, plans and programmes. The party pledged itself to implement the following with respect to women and the family:-

- Ensure that women have equal opportunity to, and equal pay for jobs which they perform.
- Promote continuing education and training for young women who did not finish their education due to pregnancy;
- Improve facilities and amenities provided for female workers in industrial plants, stores and sugar estate;
- Encourage and promote Women's Organisations in order to encourage the full participation of women in national life;
- Review and update legislation to discourage the sexual harassment of women in their work place;
- Review and update the whole range of family laws to provide greater protection and adequate maintenance for women and children;
- Introduce family allowance for needy children;
- Establish special programmes of assistance for working mothers;
- Set up a family court to deal in camera with family matters such as divorce, family maintenance, sexual and physical abuse and other family matters pertaining to the welfare of the child;
- Enhance family life awareness and responsibilities through public education and information programme activities.

In the area of health care the government identified the following priority areas:-

- Provide equal access to medical services for all persons (regardless of their ability to pay for such services) in time of need;
- Improve the health centres and institute more health education programmes especially in relation to AIDS awareness, drug abuse, mental health and prevalent diseases, focusing resources on disease prevention;
- Provide free clinics to diabetics, high blood pressure and heart disease patients as well as for cancer detection, HIV/AIDS detection, drug rehabilitation, and treatment of gastroenteritis and malnutrition;
- Provide adequate housing.

4. UNMET NEEDS AND NEW CHALLENGES

Health professionals are aware of the need to provide efficient health care service. Given the available resources this is being undertaken in a well organised and efficient manner.

a) There is need for a national health education programme aimed at:-
- Reducing or delaying teenage pregnancies.
- Promoting responsible parenting aiming at adolescent mothers and fathers.
- Promoting breast feeding and improved weaning practices.
- Promoting better infant nutrition and health care.
- Reducing male marginalisation in the use of contraceptives.
- Increasing the awareness of the population of the dangers of STDs and HIV/AIDS.

b) Health administrators aim to:
- Continue the 100 percent coverage of infants under one year of age and children between 1-5 years of age.
- Reduce the incidence of gastroenteritis.
- Reduce the incidence of malnutrition.
- Improve the availability of primary health care.
- Expand the coverage of Hepatitis B vaccine.
- Conduct training seminars for health workers.
- Conduct training seminars for young mothers to promote better parenting.
- Maintain a high family planning acceptance rate for women of child bearing age.
- Reduce the dental decay rate in children.
- Promote island wide chlorination of water.
- Continue the provision of training programmes for food handlers.

c) ~~Greater~~ flexibility in the opening hours at clinics should be initiated to allow pregnant women and working mothers to attend clinics after working hours.

CHAPTER THREE :
Child Development and Participation

"State Parties shall ensure to the maximum extent possible the... development ...of the child."

Article 6.2 - CRC (emphasis added)

"State Parties shall ensure to the child who is capable of forming his or her own views the right to express those views in all matters affecting the child , the views of the child being given due weight in accordance with the age and maturity of the child."

Article 12.1 - CRC (emphasis added)

"The child shall have the right to freedom of expression ; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice."

Article 13.1 - CRC (emphasis added)

"State Parties shall respect the right of the child to freedom of thought, conscience and religion."

Article 14.1 - CRC (emphasis added)

"State Parties... shall ensure that the child has access to information and material from a diversity of national and international sources ... To this end, State Parties shall (a) encourage the mass media to disseminate information and material of social and cultural benefit to the child...(c) encourage the production and dissemination of children's books."

Article 17 - CRC (emphasis added).

"State Parties recognise the right of every child to a standard of living adequate for the child's mental, spiritual, moral and social development."

Articles 27.1- CRC (emphasis added).

"State Parties recognise the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunities ..."

Article 28.1 - CRC (emphasis added).

State Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity..."

Article 28.2 - CRC (emphasis added).

"State Parties agree that the education of the child shall be directed to the development of the child's personality, talents and mental and physical abilities to their fullest potential."

Article 29.1(a) - CRC (emphasis added).

"State Parties recognise the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts."

Article 28.1(a) - CRC (emphasis added).

CONCEPTUAL LINKS AMONG:
Convention on the Rights of the Child (CRC)
Year 2000 Goals of the World Summit for Children (WSC)
Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)

	CRC ARTICLES - State Parties shall:		WSC GOALS	CEDAW ARTICLES	
DEVELOPMENT+PARTICIPATION	6.2	Ensure the development of the child.	6. PRIMARY EDUCATION AND COMPLETION • Expansion of early childhood development. • Universal access to primary education. • Completion of primary education with fewer gender disparities. • Dissemination of knowledge to improve quality of life. 7. LITERACY, VALUES KNOWLEDGE, SKILLS • Reduction in adult illiteracy • Increased acquisition, through all educational channels of knowledge, skills and values required for better living.	5	Recognition of common responsibility of men and women in the upbringing and development of children.
	9.1	Not separate a child from parents, except by competent authorities for the best interest of the child.			
	18.2	Render appropriate assistance to parents and legal guardians for child-rearing and develop institutions, facilities and services for child-care.		10	Equal rights in education, pre-school, general, technical, vocational training, professional and higher education, scholarships, continuing and adult education, literacy. Reduction of drop-out rates. and programmes for girls who left school.
	18.3	Ensure that children of working parents benefit from child-care services.			
	27.1	Recognise the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.			
	28.1	Recognise the right of child education on the basis of equal opportunities.		11	Elimination of stereotypes. Equal standards and quality of school premises and equipment, sports and physical education. Educational information to ensure well being, including family planning.
	28.1a	Make primary education compulsory and available free to all.			
	28.1b	Encourage different form of secondary education, general and vocational, available and accessible free.			
	28.1d	Make educational and vocational information accessible to all children.			
	28.1e	Encourage regular school attendance and reduction of drop-out rates.			
	28.3	Elimination of illiteracy and ignorance.		13	
	29.1a	Direct child education to the development of the child's personality, talents and mental and physical abilities to their fullest potential.			Supporting social services, through a network of child care facilities.
	31.1	Recognise the right to rest and leisure, play and recreation, and to participation in cultural and life and the arts.		14	Participation in recreational activities, sports and cultural life. Training and education, literacy, extension services for rural women.
	12.1	Assure to the child the right to express his/her views in all matters affecting the child.			
	13.1	Respect the right of the child to freedom of expression and to seek, receive, impart information and ideas of all kinds.			
	14.1	Respect the right of the child to freedom of thought, conscience, religion.			
	17	Ensure access to information and materials for the promotion of a child's social, spiritual and moral well-being, physical and mental health.			

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1. GENERAL PRINCIPLES.

In the Federation of St. Kitts and Nevis, the Government's overall Philosophy of Education "is to foster a society that gives every individual a fair chance to improve his status in life "(St. Kitts-Nevis Labour party Manifesto, 1995 page 30). According to the Probation Welfare Act No. 6 of 1994 in the Federation of St. Kitts and Nevis, Section (2)b " child means a person under the age of eighteen years." This definition is in keeping with the age specification of the Conventions of the Rights of a Child.

The education system requires every child to pursue the prescribed course of education until age sixteen. Educators encourage parents and children to take full advantage of this educational opportunity. The school system ranges from preschool home based child care programmes linked to the government's day care network through Primary, Secondary and Tertiary (University/College). The education system caters for the mentally and physically handicapped (Ref Chap. 3 and Chart 2).

Recreational facilities are available in schools and villages. These allow participation in a number of sports - cricket, football, tennis, basketball, netball, etc.

The Diagrammatic representation of Chart 3.1 below is intended to show the educational institutions to which children of the Federation have access. Except for a nominal fee of $10.00 per week per child at the Nurseries and Pre-schools there are no fees paid for attending any of the Government owned educational institutions.

This diagrammatic presentation will be followed by enrolment data for the various types of public educational institutions. However, relevant data for each level of education (Primary secondary or tertiary), would be given in the appropriate section below. Further it would be important if the actual numbers of students enrolled in the different levels of education be compared with the population data for 1991, according to age grouping are available. Limited as those statistics are, they can provide the reader with some insights as to the proportions of students who attend formal school.

There is need to have in mind an observation made by UNESCO 1983 that population data in St. Kitts and Nevis are not always reliable. Secondly it would be observed that the age cohort boundaries as collected in the Population Census, do not exactly correspond with the age Cohort Grouping utilised by the Education Sector. Further deductions drawn by UNESCO 1983, (page vii and 5) to a large extent are still applicable to the description of the education system of St. Kitts and Nevis. " St. Kitts and Nevis has primary and post-primary School enrolments levels similar in size and one of the highest secondary enrolment ratio in the region. St. Kitts-Nevis has a gross enrolment ratio of 100 percent for the age 6-15 years, equal participation of girls and boys throughout the system, a similar enrolment ratio in rural as well as urban areas , and a total enrolment equivalent to about 30 percent of the population are outstanding quantitative achievements". However, as the current situation analysis will show there are several weaknesses in the education system, for which specific recommendations will be made.

Chart 2 Education System St. Kitts and Nevis

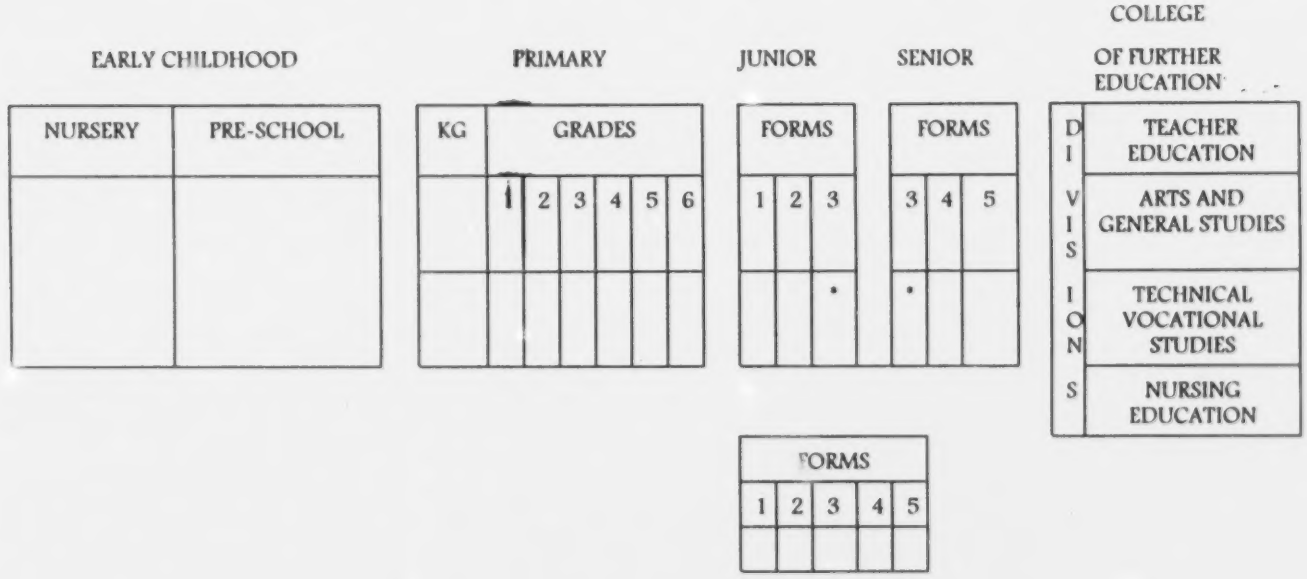


TABLE 3:1
POPULATION ATTENDING SCHOOL FULL TIME BY TYPE OF SCHOOL AND BY SEX 1991

	St.Kitts & NEVIS		
Type On Institution	M	F	TOTAL
Nursery/Infant	777	777	1,554
Primary	3,398	3,341	6,739
Secondary	1,417	1,586	3,003
Senior School	-	-	-
Junior School	523	481	1,004
Trade School	30	-	30
Technical Institute	64	77	141
Community College	62	115	177
University	71	116	187
Other	66	118	184
Not Stated	4	11	15
TOTAL	6,271	6,377	12,648

SOURCE: St. Kitts and Nevis Annual Digest of Statistics , 1991 and 1992

According to Table 3:1 an equal number of males and females attend Nursery/Infant School, and the number of students in Primary School, are not significantly different. The data given at Table 3:1 should be noted for comparison with the actual population figures. Unfortunately, the cohort data is not identical with the description at Table 3:1.

2. ASSESSMENT OF THE SITUATION AND TRENDS.

2.1 Early Childhood Education

Table 3.2
Pre-school Population and Institutions

	Population			Pre-School Enrolment		
Age	M	F	Total	M	F	Total
4-6	2307	2,244	4,551	777	777	1554

Source Census Data 1991

Analysis of the data show that over the years the premises, accommodation, equipment facilities of private pre-schools have not made a degree of improvement comparable to that of government owned pre-schools. There is tremendous variation in the type, quality and facilities of the Pre-schools at the Private Sector as well as evidence of discrepancies in the fees charged. Indeed the choice of Pre School is largely determined upon parental ability to pay. The teachers too are not as qualified as those in the public sector. Again only about 34 percent of children in the population are in Pre-Schools.

Early Childhood Education in this specific context of St. Kitts and Nevis means the care and the education of children between the ages of three and under five years as well as the institutional provision for those attending Day Nurseries. Education at this level is provided by Government and private institutions. The Early Childhood and Development Unit (ECDU) of the Ministry of Education, which was established in 1975 makes recommendations to owners and provides supervision of and training for the operations and functioning of all pre-schools in St.Kitts and Nevis. Thus the ECDU plays a vital role in ensuring that specific minimum standards are maintained at public and private owned pre-school educational institutions alike.

The Mission Statement of the Early Childhood Development Unit is :- "to Provide high quality care and education for the maximum number of children in their early years of life and facilitate collaboration between the family, community and those who are providing early childhood care and education services in order to prepare children for primary school and life in general" (St.Kitts and Nevis (1996) Plan of Action Early Childhood, Development Unit.)

According to the official St. Kitts and Nevis State Paper on Education Policy (Dec. 199, page 3) "At the Pre-primary level the curriculum goals are:

- To prepare for formal schooling;
- To develop poise and self-confidence and other social skills appropriate for children of pre-school age;
- To foster the Child's emotional, moral, physical, social and intellectual growth;
- To help the child develop and foster the concept of himself as being a unique person;
- To develop verbal ability;
- To promote positive attitudes towards inquiry and creativity;
- To kindle intellectual curiosity;
- To inculcate an awareness in children towards the place they will take in normal life.

It is the opinion of the researcher that the above issues give an illustrative example of the level of compliance of the national educational provisions as set out in the Conventions of the Rights of the Child, (specifically, Articles 18:2, 18:3, 29:1 and 12:1) which St. Kitts and Nevis ratified by appropriate legislation in 1994 .

Table 3:2(a)
NUMBER OF DAY CARE CENTRES/PRE-SCHOOL BY TYPE
ST. KITTS AND NEVIS, 1986-95

	NO.INSTITUTIONS				AVG.ANNUAL FEES(EC$)			
	DAY CARE		PRE-SCHOOL		DAY CARE		PRE-SCHOOL	
YEAR	PUB.	PRIV.	PUB.	PRI.	PUB.	PRI.	PUB.	PRI.
1986	6	3	5	34	250	1250	250	450
1995	9	20	7	41	500	1350	500	1250

Source Department of Education, Early Child Unit.

The number of Nurseries or Day Care Centres in St. Kitts and Nevis owned by the Government remained stable for the first half of the decade under review, but increased by 50 per cent during "the latter half of that decade. The increase in Public Pre-Schools was less significant. On the other hand the private Day Care Centres increased almost 700 per cent (from 3 to 20) between the years 1986-1995.

Inspite of the 100% increase from 1991 to 1992 the relative costs for attending Government owned institutions remained significantly lower over the past decade. In contrast fees paid for attendance at private Day Care Centres and Pre-Schools, which were sometimes five times more than that paid by Government institutions, witnessed several dramatic increases that varied from 100 percent to 250 percent during the period under review.

Table 3:2(b)
DAY CARE AND PRESCHOOL CENTRES: Staff and Teachers/ Child ratios
IN ST.KITTS AND NEVIS

	GOVERNMENT INSTITUTIONS				PRIVATE INSTITUTIONS			
	DAY CARE		PRE-SCHOOL		DAY CARE		PRE-SCHOOL	
Year	Staff	Children	Teachers	Children	Staff	Children	Teachers	Children
1986	1	10	1	20	1	15	1	30
1995	1	7	1	18	1	12	1	25

Source: Department of Education, Early Childhood Unit.

It is very apparent that in the Private owned institutions many of the Pre-School units have been operating with undesirable Pupil Teacher Ratios even though the fees are comparatively higher than the Government institutions.

The stark reality is that several of these private institutions operate in rented buildings and additionally have to pay for staff and other operational costs.
If the principles of equality and access are to be promoted for child care at that level, then, there seems to be a prima facie case for both control of costs and subsidy by Government.

TABLE 3:3
CHILD ENROLMENT IN DAY CARE CENTRES AND PRE-SCHOOLS BY GENDER AND RESIDENCE

		0-3 YRS DAY CARE			5 YEARS PRE-SCHOOL			GRAND TOTAL		
YEAR	AREA	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F
1988	RURAL	78	38	40	747	361	386	825	399	426
	URBAN	118	46	72	675	336	339	793	382	411
1995	RURAL	187	82	105	808	433	375	995	515	480
	URBAN	334	182	152	1022	522	500	1356	704	652

Source: Department of Education, Early Child Hood Unit.

Table 3:3 presents very interesting data. In the ten year period 1986-1995, both years inclusive, enrolment in rural and urban Day Care Centres increased 133.8 percent and 430.15 percent respectively. Within the same decade enrolment rates in rural and urban Pre-Schools alike showed a less dramatic increase. However, using the Population at Table 3.1 for the year 1991 as a base for comparison with the 1991 enrolment figures at Table 3:3 above, it would appear that considerably less than half of the respective age range attend Pre-school.

During the eight year period, 1988 to 1995, male and female enrolment in Day Care Centres showed an increase of 14.3 percent and 129 percent, respectively. It is also noteworthy that in terms of absolute numbers in both the Day Care and Pre-Schools institutions, the male enrolment exceeds that of the female.

The vast majority of teachers in the Government owned Pre-Schools are recruited into the teaching profession on the basis of their CXC or O'Level qualifications. Subsequently provision is made for the young recruits to receive in-service training, and then eventually selection for training at the local Teachers College or at a regional teacher training institution, such as Servol in Trinidad.

TABLE 3:4
NUMBERS, QUALIFICATIONS OF PRE-SCHOOL TEACHERS, BY LEVEL AND TYPE OF SCHOOL GOVERNMENT INSTITUTIONS AND PRIVATE SCHOOLS

Qualifications	1986	1995
GOVERNMENT SCHOOLS		
Total Roll	14	33
O'Level	12	26
Teacher Education	6	16
Special Training	5	14
Semi.	14	33
PRIVATE SCHOOLS		
Total Roll	56	81
O'Level	8	14
Teacher Education	0	3
Special Training	0	4
Semi.	56	81

At Table 3:4 the data show that the teachers at the Government owned Pre-Schools are generally much better qualified than their counterparts in the private owned institutions. Additionally after training at a local institution, some teachers may be further selected for specialized training at recognised regional or international institutions. Both public and private pre-school teachers receive In-Service Training through local seminars and workshops organized by the Co-ordinator of the ECDU.

Quality of Facilities.(Sanitation, Lighting, Playground etc.)

As is evident from the data supplied at Table A25 in the statistical annex, some of the Government owned pre-schools have only the barest minimum of facilities. Prior to 1986, all Schools were supplied with electricity, running water and toilet facilities. Indeed these are some of the pre-requisites for opening a Pre-School institution. The data also show that slightly more than one third of all institutions whether in the urban or rural areas have no separate toilet facilities, staff-room or offices for the Principal and/or teachers. It is highly desirable that such amenities be considered as part of the pre-requisites for granting prior permission to the operation of Pre-Schools.

As shown by Table A26 in the Statistical Annex it is quite evident that all private pre-schools have electricity and water and toilets for children. Apart from those very basic facilities, nearly all the private owned Pre-Schools lack other important amenities. During the decade under review(1986-1995),those private pre-schools in the urban and rural localities, which were without learning areas, improved some-what from 5.5 per cent and 33 per cent to 47 and 33 per cent respectively. As is the case with the Government owned Pre-Schools, the data for most of the private Pre-Schools, also show that for almost all of these institutions there are no administrative blocs or Units, and no separate toilet facilities for the Principal and staff.

Based on the two fore-going tables, the general observation is that all of the Government and Private owned Pre-Schools are in need of varying degrees of upgrading. Urgent remedial action should be taken, therefore, to create a climate within which the pupils can benefit optimally from the curriculum which is prescribed by the Early Childhood Development Unit for Government and private pre-school institutions alike.

Availability and Quality of Teaching and Learning Materials.

Some of the other important data which can be deduced from the tables referred to above are that both the Government and Private Pre-Schools are generally devoid of educational hardware such as typewrites and photo-copiers. Additionally these institutions are without libraries.

However, within the given parameters of the financial resources which are allocated to the Government Pre-Schools, a fair amount of learning materials are purchased to support the various programmes at that level. Much of the educational materials comprise locally made charts and apparatus in which teachers display a considerable degree of creativity and artistic ability. In some instances commercially produced materials are purchased, but usually in insufficient quantities.

As will be noticed at Table 3.5 below Pre-School educational institutions have attracted a declining percentage of the Annual Education Budget. This has varied from 8.1 per cent in 1986 to 1.5 per cent in 1995 of 9.6 and 17.8 million dollars respectively in the island of St. Kitts. The paradox is the proportion of the Education Budget to Pre-School institutions decreased at a time when the enrolment in Early Childhood institutions moved from 1,530 to 2,351 in 1986 and 1995, respectively. However, based on a percentage of enrolment in public owned schools, the pre-schools represent the smallest proportion of the total enrolment in Public owned educational institutions for the age range 3-18 years of age.

Financing Education

Table 3:5
PERCENTAGE OF TOTAL EDUCATION BUDGET (RECURRENT AND NON-RECURRENT) TO EARLY CHILDHOOD EDUCATION(EC$)

	St.Kitts		Nevis	
Year	EDUC. BUDGET ($)	%	EDUC.BUDGET	%
1986	9,622,290	8.10	n/a	n/a
1987	10,066,679	7.33	n/a	n/a
1988	10,185,000	3.85	n/a	n/a
1989	12,664,549	1.5	n/a	n/a
1990	12,939,060	1.2	4,410,612	2.5
1991	**13,196,819**	1.32	4,501,524	2.47
1992	13,635,798	1.26	4,728,238	2.90
1993	14,095,372	1.29	4,703,214	2.34
1994	16,827124	1.5	5,716,157	0.01
1995	17,833,690	1.5	5,991,822	0.01

(1) Source Department of Education St. Kitts and Nevis
(2) Halliday in Miller, Editor, (1992)

It is deemed advisable at the very outset to indicate that while the actual expenditure of education by Recurrent and Capital expenditure are available as per Table 3.5, those data are not available in a form which facilitate detailed analysis. Hence the researcher was forced to utilise the Budgetary Allocations for education in the relevant tables. A Parent Education Program is conducted at centre and unit levels under the Early Childhood Education Program.

To Ensure that appropriate standards are maintained throughout the Government and private owned institutions, and also to promote that suitable and relevant to be followed in all Pre-school institutions, the staff of the ECDU issue guidelines, train teachers, and supervise the schools. At all Pre-School institutions the teaching-learning environment" should be divided into seven areas or rooms.

- Home Room.
- Block; where children play with construction blocks.
- Science.
- Music.
- Library.
- Quiet Area.
- Shop where students play at "buy" and "sell".

The above seven areas comprise what may aptly be described as the Preschool with Basic Centres. The smaller Pre-Schools do not normally have all seven areas (rooms so designated, achieve their curriculum objectives by the principle of rotation).
Additionally the Government Pre-Schools, which employ staff trained at Servol Trinidad have three additional rooms or areas. Those areas are used for:-

- Language Arts.
- Social Studies.

Parenting Education.
A Modicum of Parenting Education is provided at all Toddlers Clinic by the District Health Nurses for the benefit of all parents who carry their children to the designated clinics for each of the residential areas.

Community Based Child Care
In conjunction with the Ministry of Health, the following services are offered as Community Based Child Care, and constitute an integral part of the packet of services offered at Government owned Health Centres which are strategically located in every Parish in St. Kitts and Nevis.

(1) Age range 0-5 years: Infants and Toddlers' Clinic. Infants and toddlers attend Clinic from birth to five years of age. They are examined fortnightly and in the process fully immunized to the scheduled immunization regime. The Vaccines offered are DPT, DT., Polio, MR and MMR.

(2) These Health Services continue at the Primary and Secondary level from age five plus to sixteen years. The Health services are free to all children who are appropriately referred for specialist treatment in case any abnormality is detected.

Legislation for Minimum Standard.
(1) Education Act No 18 of 1975
(2) Child Welfare Act 1994

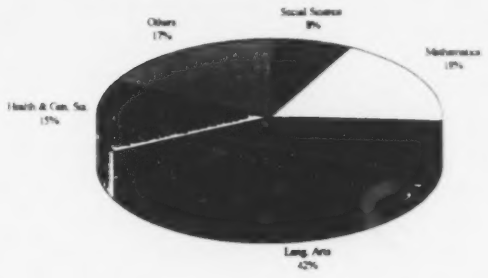
Detailed references were made to these legislations in the relevant sections at Chapter One Section 2:2 above.

2.2 Primary Education.

St.Kitts and Nevis Education Act No. 18 of 1975 legislated free and compulsory education for all children between the ages of 5 and 16 years. St. Kitts and Nevis attained the goal of Universal Primary Education since the beginning of this century. A network of 31 Primary schools, (both Public and Private Schools) each within a radius not exceeding two miles serve the entire Federation, and thus ensure comparatively easy access for all children of primary school age.

The Curriculum is centrally prescribed. Male and female pupils and indeed all pupils whether from the rural or urban areas follow the same curriculum, which also cater for their moral, social and spiritual development. The relative amount of time devoted to the various subjects of the upper primary schools is presented in diagrammatic form below.

GRAPH 3.1
Time alloted to subjects of the Primary School Curriculum



It is quite apparent from the Chart above that Language Arts dominates the Curriculum. The other core subjects which receive relatively higher proportion of the time allotted are Mathematics, Science and Social Studies.

Primary Education for students 5-12 years comprise one year at Kindergarten and another six years to complete Grades One to Six. At the end of the seventh year, that is about age 12 years students from all Primary Schools, whether Public or Private, can be automatically transferred to the nearest area comprehensive High School. Relatively high achieving students can be transferred at ten plus or eleven plus if deemed to be in the best academic interest of the child. This is done by a criteria based on the continuos assessment of work done in their exercise books. Parents who so desire have the option of sending their children to the only non-government secondary school (a private and fee paying institution) which is located in Basseterre.

The primary schools have been waging a perennial war against tardiness, using a number of motivational strategies. With the appointment (in 1991) of an Education Officer who was specifically identified to perform the duties of School Attendance Officer, substantial strides have been achieved in decreasing the numbers of hardened absentees and to some extent would-be truants. The names are sent in to the Department of Education or the Welfare Department for the school attendance officer to visit. The School Attendance Officer collaborates his/her activities with those of the Youth and Community Development Officers. Their joint efforts also help to bring assistance to necessitous cases which have been traceable to parental neglect and other psycho-social and economic factors.

According to the St. Kitts Nevis State Paper on Education (1992), page 4:

Curriculum Goals at the Primary Level include:

1. *To develop the abilities and skills necessary to facilitate the orderly acquisition of knowledge and to perform the duties of a worthy citizen;*
2. *To help the individual to develop well-defined moral and spiritual values along with the goals of co-operative living based on common national aspirations and to develop positive attitudes to our cultural heritage.*
3. *To promote good mental and physical health;*
4. *To develop aptitudes, abilities and interests by providing an adequate curriculum framework within which all students may achieve standards to their fullest potential ;*
5. *to ensure that all students master the fundamental skills necessary for the pursuit of learning through guidance of self effort."*

It is evident from the foregoing that the Ministry of Education is not only concerned with the intellectual development of the Child. The Federation has to its credit a very Comprehensive Health Care Service for all Primary (and Secondary) school children. This service includes : -

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1. Full physical examination, including vision and hearing screening, of all five year olds on Entrance to Primary Schools.
Immunization:Booster D.P.T. I D vaccine given:Booster Polio and BCG Vaccination.

These services are continued from the Infant School to Toddlers clinic through Primary School and up to age 16 plus for School Leavers. Any abnormalities detected are referred for investigation and early intervention. There are no costs to parents for those health services which their children receive while attending school.

The tables give data on Primary Schools by Type (Public and Private) in the Federation of St. Kitts and Nevis.

TABLE 3:6
ENROLMENT IN PUBLIC AND PRIVATE PRIMARY SCHOOL

	PUBLIC				PRIVATE				
YEAR	NO	TOTAL	M	F	NO	TOTAL	M	F	TOTAL
1985	25	5182	2720	2462	7	1287	582	705	6488
1995	23	5850	3023	2827	8	937	437	500	6787

Source Department Of Education

Table 3.6 shows that males outnumber females in the Public Primary Schools and females out number males in the Private Primary schools. However by calculating the grand total of males and females for the 11 year period above shows that the male always slightly outnumber the females. This is also the case in Table 3.7 for the age range 5-9 years.

No data is available for a gender comparison grade by grade for the private primary schools, hence analysis is only possible for the public primary schools. However, according to the data given at Table 3:7 above, a trend is discernible whereby in the Kindergarten Forms, while male students out-number the female students by a fairly wide margin, seven years later when the students reach Grade 6, the margin of difference between male and female enrolment narrows considerably. In the seven years period under review the male enrolment was 6.81 per cent more than that of the females, but at the Grade 6 level male enrolment exceeded female enrolment by only 3.18 per cent. Further as would be seen at the Secondary level, the male students out number the female at the First and Second Forms, but the numerical difference at The Fifth and Sixth Form Level in favour of the female?

TABLE 3:7
ENROLMENT IN PUBLIC PRIMARY SCHOOLS BY GENDER AND GRADE.

Grade	M	F
Kgn	482	410
1	414	397
2	384	379
3	444	402
4	409	394
5	428	422
6	462	423
TOTAL	3,023	2,827

Educational Attainment of Teachers.

The Minimum entry requirement for appointment as Untrained Teacher in the Federation of St. Kitts and Nevis is four CXC subjects at the Grade I and II General Proficiency Level, or Grade I Basic Proficiency Level, or G.C.E. O'level Grades A,B, or C. The Grades need not have been obtained from any one Examination Boards or at any one Examination sitting.

Most of these Untrained Teachers are recruited annually as school leavers from their various High Schools. After a short orientation course (one or two weeks) these young teachers normally receive in- service teacher education for a year or two before gaining selection for entry into the two-years full time programme at the College of Further Education.

Because of the lack of suitable (numerical) vacancies, many of these Untrained Teachers are designated "Substitute Teachers" before they could receive an official appointment. The data below show enrolment at the Teachers Training College for the past ten years, from whom about one third of which normally pursue the Teacher Training programme for Secondary Schools.

TABLE 3:8
ENROLMENT AT THE DIVISION OF TEACHER EDUCATION ST. KITTS & NEVIS BY GENDER,URBAN RURAL RESIDENCE AND STAFFING GENDER.

	STUDENT					STAFF	
YEAR	TOTAL	M	F	RURAL	URBAN	M	F
1986	56	21	35	33	23	5	4
1995	51	19	32	28	23	4	6

Source:Department Of Education: Division Of Teacher Education

There are three important trends revealed in the data given at Table 3.8.

- In eleven years of teacher training, only 41 percent of the entire intake were male student-teachers.
- During the same period the percentage of male teaching staff declined from just over 50 percent in 1986 to 40 percent in 1995.

Thirdly, and notably for the period 1990-1993 there was a relative decline in the enrolment. Further even given the very high success rate of the students, in a two year programme only about 20-25 teachers graduate annually to be spread among some 31 schools. The implications are, that for the years of low enrolment the rate of attrition for trained teachers could be faster than the supply. Data available at the education Department show that in 1993, 1994 and 1995, 28, 18 and 32 teachers respectively retired or resigned from the Education Department.

TABLE 3.9
PROPORTION OF TRAINED PRIMARY SCHOOL TEACHERS IN OECS COUNTRIES.

Country	1957	1976	84-87	1990
ANB	40	59	80	74
B.V.I	n/a	n/a	40	59
Dominica	9	10	44	43
Grenada	8	36	47	39
Montserrat	21	41	58	64
St. Kitts Nevis	20	42	72	64
St. Lucia	6	28	53	61
St. Vincent & Grenadines	6	19	36	28

Source:(1) OECS, 1991, page 170. (2) Min of Education, St. Kitts.

However, when compared with the rest of the OECS Countries, the proportion of trained teachers to untrained Teachers in the Primary Schools of St. Kitts improved significantly during the last four decades, as is evident in Table 3: 9.

In Table 3.9 it should be noted that the ratio of trained to untrained Teachers reached its zenith during the period 1984-87 for St. Kitts-Nevis but declined somewhat by 1990

Also, it seems very appropriate to examine more closely the ratio of trained teacher to untrained teachers for the period 1990-1995, as well as the proportion of male to female teachers in each category, who have been employed in the Primary Schools in St. Kitts and Nevis.

It is quite apparent from the data that the proportion of trained male teachers to untrained male teachers is not as significant as is the ratio of trained female to untrained female teachers. In 1993 for example 58.6 per cent of the male teachers were trained, and in 1994 the percentage of trained male teachers was 49.1 percent, whereas in 1993, for example, there were 58.6 percent of male trained teachers and 41.4 untrained, and 0 in 1994 there were 49.1: 50.9 respectively, for the same period the percentage of trained to untrained female teachers was 75:25 and 73:27.

TABLE 3:10
EDUCATIONAL ATTAINMENT OF TEACHERS IN PUBLIC PRIMARY

	Trained			Untrained			Both	
Year	Total	M	F	M	F	Total	Total	% T.T.
1991	184	34	150	33	52	85	269	68
1992	191	32	159	30	46	76	267	71
1993	178	27	151	19	56	75	253	70
1994	185	28	157	29	52	81	266	69
1995	162	27	135	30	50	80	242	70

Source: Department of Education St. Kitts & Nevis.

TABLE 3.11
EDUCATIONAL ATTAINMENT OF PRIVATE PRIMARY SCHOOL TEACHERS.

	Trained			Untrained			Both	
Year	Total	M	F	M	F	Total	Total	% T.T.
1991	10	-	10	1	26	27	37	27
1992	6	-	6	1	31	32	38	15.7
1993	6	-	6	-	42	42	48	12.5
1994	6	-	6	1	39	40	46	13

Source: Department of Education St. Kitts & Nevis.

Also noticeable is the fact that overall the percentage of trained teachers in the public schools increased slightly from 68 percent in 1991 to 70 percent in 1995.

The data in Table 3: 11 above show that the total number of trained teachers in the private primary schools declined drastically from 27 percent in 1991 to 13 percent in 1994.

Further, in the five year period under review not only were the private primary schools unable to attract a single trained male teacher but several female trained teachers left the private schools. Investigations showed that some left for more lucrative jobs or gravitated to the public schools for promotional, salary and further training opportunities.

Table 3.12
PRIMARY SCHOOL GRADUATES & TRAINED TEACHERS IN NEVIS

	Head Teacher				Graduate	
Schools	Graduate		Trained		Untrained	
	M	F	M	F	M	F
Gingerland		1		1		3
St. James		1*		1		1
Combermere						
St. Thomas	1*					
Charlestown						3
Charleston		1*		1		1
Prospect	1*				1	
St. John's				1		2
Total	2	3*	0	4	1	10

Source : Min. of Education, Nevis
**Principal is a trained teacher with a degree*

With reference to Table 3.12 it is important to note that graduate teachers are employed in the Primary Schools in Nevis, but to a much less extent in St. Kitts. Also fifty percent of the Primary Head Teachers in Nevis besides being trained have University Degrees. Further, the Table shows that there are 20 university graduates employed in the primary schools in Nevis. Of these 3 are males and 17 are females. Two of the males and three of the females are also trained teachers with university degrees. In St. Kitts there are only five university graduate teachers in primary schools and they are all females. There are no Head Teachers with University Degrees in the Primary Schools of St. Kitts as of December 1995 the three University Graduates in Primary Schools who served as Head Teachers have since been re-assigned.

Standards Quality And Relevance Of Curricula.

It is a generally accepted fact that within the Commonwealth Caribbean different approaches, methods and evaluation procedures have been used in various member territories to determine the standards, quality and relevance of the curriculum.

However, numerous regional and national initiatives have reduced the wide margins of the disparities to the point where there has been a commonality of approaches on several of these important issues pertaining to both the standard and quality of the curriculum. Some of the more celebrated examples have been:

(1) The Primary Education Project (P.E.P.) 1979-1984 was designed to provide a measure of standard curricula and harmonization of national endeavours to provide relevant curricula in language arts, mathematics, science and social studies for the sub-region. Funded by USAID and organized by the University of the West Indies, which orchestrated curriculum specialists and leading subject specialists for the sub-region, the PEP provided useful curricula material which now need considerable updating and review. It was also envisaged that some of the resultant resource material, resource books, and text books to maintain these curricula endeavours would have been put into a more permanent form by IMPRINT of Trinidad.
After a limited amount of materials were printed and distributed, the undertaking was aborted as the private firm which did the printing went out of business. (Brown and Halliday, 1994).

(2) The Education Reform Strategy (ERS). This is a recent initiative of the Organisation of Eastern Caribbean States(OECS) its objective being to bring about some degree of harmonization to the differing standards of Primary School in the sub region.

(3) Another initiative has been carefully articulated "Proposals for School Performance Reviews"

(4) Further the OECS hopes to establish a Central Curriculum Development Unit for all member territories.

(5) At the National level some member territories of the region, (St.Kitts and Nevis for example) have prescribed curricula for Primary Schools which are centrally directed, and have established procedures for creating Tests of Standards to measure Academic Achievement in their schools.

Aims of the St. Kitts and Nevis Test of Standards

The Primary school Test of Standards was initiated by the Chief Education Officer in 1977. The four main areas of the Curriculum namely Mathematics, Language Arts, Social Studies and Science were tested annually from 1977 to 1983. From 1984 to 1995, two subjects were tested annually with Mathematics and Social Studies and Language Arts rotation. From 1996 onwards four subjects will again be tested annually. The Aims of the St. Kitts and Nevis Test of Standards are : -

- To examine pupils' competence in areas of particular subject(s) covered during the period September to June in any given Academic Year.
- To identify areas of pupils' strengths and weaknesses in these subjects.
- To suggest the implications of common errors/weaknesses for the teaching/learning of these subjects.

- To determine ways of improving efficiency in classroom teaching.
- To make recommendations for curriculum decisions.

The emphases of these evaluation exercises are on the strengths and weaknesses noted in pupils responses to the tests. The analyses therefore do not highlight performance of individual schools, but present the global performance on the test items.

Statistical and qualitative analyses also highlight the weaknesses related to the various topics/areas/levels in all subjects tested in an effort to assist classroom teachers in addressing problem areas in their teaching

The tests are compiled by two teams representing all the primary schools in St. Kitts and Nevis, during two 1-day workshops held in the respective islands, with resource persons drawn mainly from the Division of Teacher Education.

The Federation of St. Kitts and Nevis has had almost 20 years of experience in Tests of Standards. An example is afforded the reader on some of the issues pursued during the 1990 Test of Standards in Language Arts and Social Studies and Mathematics in 1984. Also tests are done to determine the direction in which the Curriculum should go as was demonstrated by the example from Carty, (1995)

Tables 3.13, 3.13A and 3.13B give the Test Specifications for each grade level in Language Arts, Social Studies and Mathematics respectively.

TABLE 3:13
ALLOCATION OF QUESTIONS TO LEVELS(%): LANGUAGE ARTS

Grade	No.Items	Recall	Comprehension	Application	Analysis	Synthesis	Evaluation
3	10	40	20	10	10	10	10
4	10	40	20	-	20	10	10
5	15	27	33	13	13	7	7
6	15	27	33	7	20	6.5	6.5

Source : Department of Education : Tests of Standards

TABLE 3.13A
ALLOCATION OF QUESTIONS TO LEVELS(%):SOCIAL STUDIES

Grade	No.items	Recall	Comprehension	Application	Analysis	Synthesis	Evaluation
3	30	40	20	16.6	10	10	3.4
4	30	40	20	13.3	10	10	6.7
5	40	27.5	20	15	15	15	7.5
6	40	22.5	20	20	15	15	7.5

Source : Department of Education : Tests of Standards

Table 3.13(B)
DISTRIBUTION OF MATH MARKS, 1984

	Recall	Algorithmic Thinking	Problem solving
GRADE	%	%	%
3	40	40	20
4	25	40	35
5	10	46	44
6	10	42	48

Source : Department of Education : Tests of Standards

It is evident that Grades 3 and 4 are Performing Best on "Recall Questions, but are weakest in problem Solving skills. The items for the tests were written at workshops by class teachers under the guidance of tutors from the Division Of Teacher Education. Those guideline instructions were circulated to all class room teachers at the time of the test.

The results of the global performance of a sample of students in Language Arts and Social Studies for the Grades 3 to 6 of all Primary Schools are reported in 3.14 and 3.14 A. The results for Mathematics are not reported, but an item selected from a series of science tests done by Carty (1995) is included at Table 3.15.

TABLE 3:14
THE SAMPLE -LANGUAGE ARTS

	Grades			
ABILITY	3	4	5	6
Above Avg	30.7	32.3	33.7	32.1
Avg	35.2	37.6	32.6	38.1
Below Avg	34.1	30.1	33.7	29.8
TOTAL	100	100	100	100

Source : Department of Education : Tests of Standards

Table 3.14 A
THE SAMPLE-SOCIAL STUDIES

	Grades			
ABILITY	3	4	5	6
Above Avg	31.3	30.8	31.9	32
Avg	37.3	37.2	40.3	39
Below Avg	31.3	31.9	27.8	28
TOTAL	100	100	100	10

Source :Dept.Education: Tests of Standards

The data at Tables 3.14 and 3.14A are sending a strong signal to the Department of Education. The data suggest there is much scope for remediation, so that the percentage of children who are performing below average, should be systematically reduced to about 20 percent and then eventually 15 percent or 10 percent The data at Table 3.15 show that students were particularly weak in the areas of concepts and relationships as well as Application of knowledge.

TABLE 3.15
MEANS & STANDARD DEVIATIONS OF SCORES OBTAINED BY 200 STUDENTS

CATEGORY	ITEMS	MEAN SCORE	MEAN (%)	S.D RAW SCORE
Sci.Content Facts	13	10.20	78.46	1.55
Terminology	11	6.98	63.45	2.26
Concepts/ Relationships	10	5.86	8.60	2.29
Total	34	23.10	67.94	4.48
Sci.Processes Observing	10	7.24	72.40	1.54
Classifying	10	6.96	69.60	1.67
Measuring	10	6.29	62.90	2.00
Inferring	10	7.37	73.70	1.52
Hypothesizing	10	5.95	59.60	1.69
Interpreting/Reporting Data	14	8.23	58.79	2.76
Total	64	42.00	65.63	7.65
Problem Solving, Decision Making Cognition	5	3.00	60.00	1.00
Using Inquiry Techniques	7	2.20	31.43	1.90
App.of Knowledge 8n1.70dge	8	1.70	21.25	1.50
Total	20	7.04	35.2	3.57

Source:(Carty 1995 Page 22)

Table 3.15 summarised students performance on a science Test. The PSSS measured student outcome in terms of attitude toward science. The items were grouped in three scales: Enjoying Science, adopting Attitudes of Science, and making career Decisions. Mean percentage scores of 78 percent or more indicated positive attitudes towards science in general and the degree to which students had adopted the attitudes indicated by the scales. Generally the results of the PSAT can be expressed as 'marginal' with the best results occurring in areas requiring lower level thinking skills.

TABLE 3:16
% OF BUDGETARY ALLOWANCE TO PRIMARY EDUCATION ST.KITTS

YEAR	TOTAL EDUC. BUDGET($)	% EDUC. BUDGET
1985	7,996,061.00	30.8
1986	9,662,290.00	26.5
1987	10,066,679.00	43.70
1988	10,185,404.00	43.74
1989	10,185,404.00	36.98
1990	12,664,549.00	36.98
1991	13,196,819.00	37.10
1992	13,635,798.00	36.94
1993	14,095,372.00	36.07
1994	16,827,124.00	44.75
1995	17,833,670.00	44.3

Source: Department Of Education.
" The Data for Nevis are not available as Nevis gives the % for Primary & secondary schools in one bloc vote.

The Government of St. Kitts and Nevis provides learning and teaching materials for use in Primary Schools. Principals of each school receive a monetary allocation which they have discretionary powers to spend. Bulk or central ordering of items is encouraged by the Department of Education. The quantum and to some extent the quality of the educational materials are consequential to the parameters set by the Budget.

The data at Table 3:16 show very interesting phenomena. From 1985 to 1990, the total Budgetary allocation to education increased by about $ 5 million or about an increase of 38 percent. At the same time, the percentage of the total Education Budget which was devoted to Primary Education moved from 30 percent in 1985 to 37.1 percent in 1990.
In the later period, the Budget allocated to Primary Education moved from $ 13.1 million in 1991 to $ 17.8 million by 1995 of which Primary Education received 44.3 percent.

In brief, the position is that between 1985 to 1995, while the actual quantum of the Education Budget more than doubled, the actual amounts devoted to Primary Education increased significantly that is from about $ 2.5 million to $ 7.9 million, most of which was, however spent on Personal Emoluments.

TABLE 3:17
COMPARISON OF COST STRUCTURES ACROSS PRIMARY SCHOOLS

SCHOOL	ROLL	STAFF	STAFF/ STUD.RATIO	ENROLMENT ($)	BOOKS ($)	TOTAL ($)	COST INDEX
SANDY POINT	607	25	24.3	635,940	30,327	666,267	92
ST. PETERS	234	14	16.7	264,660	14,072	278,732	100
ESTRIDGE	82	6	13.7	139,500	4,982	144,482	148

Source: Department of Education, St.Kitts for C.D.B.

Until the introduction of Project SELF(Student Education Learning Fund) in 1993, Personal Emoluments absorbed about 85 percent of the budgetary allocation to Primary schools which experienced tremendous shortage of education materials. Through Project SELF, the Government took the decision to supply students of all schools, both Public and Private, with the Text Books which are required for their use. The data at Table A36 in the statistical annex show the comparative amount spent on Text Books and Personal Emoluments 1994/1995. this has a more favourable ratio than what obtained prior to the introduction of SELF.

Class Room Interaction, Child Readiness, Learning Disabilities.

Investigations reveal that in the Primary Schools in the Federation, tremendous scope is given for class room interaction through the different strategies that most teachers employ. There is much evidence of interaction between student and student. Children are frequently placed in discussion groups and peer counselling and learning/teaching are encouraged.

Then there is interaction between teacher and pupil; each is granted opportunities to ask and answer questions. Several of the subjects lend themselves to this teaching strategy, especially in project work in art, language arts, social studies, and indoor games.
No longer is the child considered "tabula rasa" a clean slate to be written upon, but rather an active partner in the teaching /learning process with maximum scope for interaction.

Consequently, the Schools' Broadcasting programmes are so structured, and instructions are sent to all class room teachers with guidelines on what should be done (i) before the Broadcast (ii) during the Broadcast and (iii) after the broadcast. In fact the common Curriculum originally funded by USAID) which is currently in use, stresses the need for teachers to build pre-readiness skills prior to the start of a new topic, and there is much evidence to support that teachers in St.Kitts and Nevis do utilize this approach in their teaching.

Additionally, "child readiness" has been perceived as that "teachable moment" when the child's interest is at its peak, and hence ready to learn a new skill, subject or topic, or just simply to move on to a new theme. As a teaching strategy it is the duty of the professional teacher to create those "teachable moments" for the benefit of the students.

Administrative arrangements are made by the Ministry of Education to ensure that all children with learning disabilities receive a programme of instruction from which those children could benefit. After referrals, specially trained teachers identify, classify, and recommend to the Department of Education, those children who should be sent to the centrally located "Unit" for the Mentally Retarded in Basseterre. Also children with serious hearing difficulties are sent there.

Teacher Pupil Ratio:

TABLE 3:18
ST. KITTS AND NEVIS 1984-1994 TRENDS IN STUDENTS TEACHER ENROLMENT.

	1984		1994	
PRIM.	STUD.	TEACH.	STUD.	TEACH.
PUB.	5220	215	5865	266
PRIV.	1290	60	1168	46
TOTAL	6510	275	7033	312
STUDENT/TEACHER RATIO				
PUB.		1:24		1:22
PRIV.		1:22		1:25

Source: Ministry of Education

Table 3.18 depicts the Teacher Pupil Ratio for the Primary Schools in St.Kitts and Nevis in four years selected from 1984-1994. In the public schools during the latter half of the 1980s teachers generally taught larger classes as compared with the average size of classes in the early 1990s, which seem to get gradually smaller. In the case of the private schools, though the average size per teacher became gradually larger during the period of review.

Quality of Facilities

The Government of St. Kitts and Nevis during the past two decades embarked upon a program aimed at the systematic upgrading, renovation and where necessary the construction of new buildings for all Primary Schools. In that twenty year period six new schools of the existing seven primary schools were built, five were in other buildings which need considerable upgrading and two of them should be completely replaced.

In this era of scientific and technological advancement the computer should be seen as a tool for learning, both to challenge the especially gifted child, and to motivate children with learning difficulties. Additionally every effort should be made to provide science labs for all primary schools.

Table 3.19
Quality of Facilities: No. schools without facilities listed

Facilities	Primary	Secondary
Phone	2	0
Electricity	0	0
Typewriter	20	0
Photocopier	18	4
Playing Field	13	3
Courts	20	4
Principal's Office	6	0
Staff Room	12	1
Library	17	2
Duplicator	17	1
Science Room	17	2
Comp. Admin	26	3
Comp. Lab	27	4

Source: OECS Secretariat, 1994

Common Entrance Examinations.

TABLE 3:20
NO. STUDENTS TRANSFERRED FROM GRADE VI TO HIGH SCHOOLS BY AUTOMATIC PROMOTION.

PRIMARY SCHOOLS			
	Promotion	Rate	Total
Year	M	F	M
1986	474	448	922
1995	547	506	1053

Source: Education Department: St. Kitts and Nevis

Commencing some three decades ago "The eleven plus examination in St.Kitts and Nevis" was systematically abolished. Currently all students are automatically transferred from their primary school to the nearest public secondary school at age eleven to twelve years. The following data indicate the number of students who have received such automatic promotion from primary schools to high schools over the past decade.

Numeracy - Functional Literacy.

To deal with the number of very slow readers or children whose reading level is considerably below the expected norm for their chronological age, a series of remedial reading classes were set up in all schools in the Federation of St. Kitts and Nevis. Schools with rolls of 250 and over went further and each set up a special remedial reading centre, to which the Department of Education. Assigned special reading teacher. The Table below gives the numbers of schools and teachers in the programme for the years 1993-1995. The Statistics for the earlier periods are not available at this time. The table shows that the majority of students in the remedial reading classes are boys.

TABLE 3:21
STUDENTS IN REMEDIAL READING CLASSES HIGH SCHOOLS AND PRIMARY, 1996

School	M	F
Cayon High	19	-
Verchilds High	49	24
Beach Allen Primary	54	19
Newtown Primary	27	13
Dr.William Connor Prim.	29	17
Bronte Elsh Primary	16	9
Verchild Primary	21	18
Sandy Point	37	10
Irish Town Primary	31	10
St. Pauls Primary	24	13
Dieppe Bay Primary	13	10
Cayon Primary	19	5
Molineaux Primary	24	9
TOTAL	363	157

Research is needed to pin point the possible reasons for this . However some of the possible explanations are;-

- The socialization process , whereby the vast majority of parents insist that girls say indoor and read books and boys go out and play.
- The teaching process, whereby in co-educational schools teachers tend to call upon girls oftener to read.

In order to further strengthen the remedial reading classes, a model centre was set up in Basseterre, where an experienced Head Teacher performing the duties of Coordinator is based. The duties of this officer include the conduct of reading workshops and seminars for teachers as well as visits to the various reading centres to offer support and guidance to the staff.

TABLE 3.22
NO. SCHOOLS & ENROLMENT IN REMEDIAL READING PROGRAMMES.

YEAR	NO.	CHILDREN
1993	7	279
1994	10	567
1995	11	403

SOURCE: Education. Department: Co-ordinator of Remedial Centre.

Cost of Equipment.

TABLE 3:23
CAPITAL SPENDING 1988-1993

YEAR	% OF GDP	% OF TOTAL
1988	0.04	1.96
1989	0.10	3.31
1990	0.02	1.68
1991	0.34	28.36
1992	0.11	6.86
1993	0.10	2.38
Avg. 1988-93	0.12	7.43

Source: Ministry of Education / CDB

Equipment for Schools which are classified as non-recurrent items, are normally requested by the Principal of the School at least six months before the closing date for the preparing of the Budget. Such items would be met out of the Total Budget allocated for Education, but under the Category Non-recurrent items. Smaller items are normally purchased out of the "allocations" routinely placed at the disposal of individual schools.

School Meals.

The School Meals Programme was introduced into the Federation of St. Kitts and Nevis in 1981. The main sources of Funding are the World Food Programme Project STK4416 - Support to the Development of Human Resources, and the Government of St. Kitts and Nevis. All children receive one lunch pack per school day in the schools specifically selected by the Government based on perceived needs. The programme also seeks to alleviate the sufferings of children who are living in poverty. The Average cost per child to the Programme is $2.00 per day. The estimated cost of the programme for the academic year September 1992 to July 1993, was $895, 591.64. The government has given a commitment that funds for the continuation of the program would be allocated for the year 1997.

TABLE 3.24
DAILY SCHOOL FEEDING PROGRAMME 1985-95
IN PRIMARY SCHOOL ENROLMENT

YEAR	SCHOOLS	STUDENTS	ENROLMENT
1985	8	1731	5182
1995	22	4490	5850

SOURCE: Education Department, St. Kitts.

The data in Table 3: 24 show a sporadic rise in the number of schools and children enrolled in the school feeding programme from 1985 to 1995. Initially, there were 1731 children from 8 participating schools. Spurts of growth are noticeable for 1991 - 1992 and then sharpest of all 1993 - 1994. As a project in Human Resource Development, the School Feeding Programme has :

- Improved the nutritional status of the children and encouraged greater participation in physical exercises.
- Significantly increased the regularity in its constituent schools.
- Greatly improved punctuality in schools during the afternoon sessions for those who stay on premises for lunch.
- Facilitated marked improvement in Academic Achievement by helping children to concentrate on their lessons

Family Life Education.

For the age range 5-12 years, all the schools in the Federation follow the "Health and Family Life Education Curriculum for Primary Schools" which was developed in 1987 with funding from The Pan American Health Organisation (PAHO). The curriculum was developed over a period of 12 months, and involved 100 class room teachers, 12 school Principals, senior public health officers, education officers, and tutors from the Teachers Training College. The Curriculum attempts to:-

- Analyze factors presently influencing health behaviour in children.
- Emphasize the provision of participatory action-oriented learning experiences not only in class room, but also the home and the community. It is envisaged that the outcome of the entire curriculum would be "the creating of suitable interpersonal relationships as well as responsible sexual behaviour, and using the Health/Social Services appropriately in a self directed manner."

2.3 Secondary Education

Three Decades ago, the Labour Government of St. Kitts and Nevis introduced the principle of free secondary education for all. The eleven plus examination was systematically abolished, after the construction of the first secondary school where all children of twelve years and over which regardless of ability were entitled to attend. The total democratization of secondary education is now complete. However, the New Labour Government intends to build another rural High School in the Saddlers area. The New School would ease the pressure off existing high schools and at the same time make secondary education more accessible for those students who are commuting daily from relatively long distances to either the Sandy Point or the Cayon High School.

In keeping with the Conventions on the Rights of the Child, the official State Paper on Education has envisaged that:-

(a) In general the Secondary School seeks to continue to develop the physical social, aesthetic, emotional and intellectual abilities of the students.
(b) Specifically it prepares students to

- acquire the knowledge of the principles of Mathematics and Science and technology as they impact on daily living;
- acquire and master skills in communication - English, Spanish, French;
- develop study habits of self reliance and independence;
- acquire a worthwhile set of values and attitudes;
- develop an appreciation for the dignity of work;

- appreciate the importance of leisure and recreation;
- recognize problems and issues and acquire skills in problem-solving and decision making;
- appreciate the value and appreciation of the environment- teach re-cycling and other environmentally friendly techniques.

(c) The Secondary School will:

- broaden knowledge by the inclusion of more specialized subject areas.
- prepare students for the world of work;
- teach life skills and Vocational/Technical subjects.
- organize a programme in Arts and Craft, Drama, Music, Voice in order to develop sensitivity to and appreciation of the aesthetics.
- enhance creativity;
- organize a programme which will include physical training and sporting activities.
- develop competitive spirit, cooperation, fairness, leadership;
- promote an understanding of family life and the role of each member.

In the Federation of St. Kitts and Nevis there are currently seven public secondary schools and one private secondary school all of which are co-educational institutions. The number of those institutions remained constant for one decade until another public secondary school (at Verchilds) was added in 1993.

TABLE 3:25
SECONDARY ENROLMENT BY SCHOOL TYPE

	PUBLIC			PRIVATE			
Year	Total	M	F	Total	M	F	Total
1985	4,038	2,053	1,985	342	172	170	4,380
1994	4,236	2,056	2,180	141	46	85	4,377
1995	4,541	2,241	2,300	156	48	108	4,697

Source: Ministry of Education St. Kitts and Nevis

In the table, it would be observed that both at the Public Secondary and Private Secondary Schools the female students slightly out number their male counterparts. In 1985 the combined male enrolment from the private and public secondary schools totalled 2,225 out of a combined student population of 4,380, representing 54.7 percent males and 45.3 percent females. Apart from that one solitary year for each of the succeeding ten years the female enrolment exceeded that of the male. In fact in 1995 the male and female population represented 49.2 percent and 50.85 respectively in the public schools, in the private secondary schools the enrolment and ratio was 30.8 percent and 69.2 percent for male and female students respectively.

This section of the analysis would examine more closely the enrolment trends by Gender and Form for all public secondary schools in St. Kitts and Nevis as well as the (one) private secondary school in St. Kitts.

TABLE 3:26
PUBLIC SECONDARY SCHOOLS SKN, ENROLMENT BY GENDER AND FORM.

	FORM 1		FORM 2		FORM 3		FORM 4		FORM 5		TOTAL	
Year	M	F	M	F	M	F	M	F	M	F	M	F
1992-93	477	445	446	419	462	437	435	434	203	305	2023	2040
1993-94	472	434	452	445	477	462	376	374	200	344	1977	2059
1994-95	547	506	464	421	496	498	419	430	203	292	2149	2147

SOURCE: Department of Education St.Kitts.

TABLE 3:26A
PRIVATE SECONDARY SCHOOL ST KITTS. ENROLMENT BY GENDER AND FORM

	FORM 1		FORM 2		FORM 3		FORM 4		FORM 5		TOTAL	
Year	M	F	M	F	M	F	M	F	M	F	M	F
1992-93	13	19	15	20	11	19	6	13	10	20	55	91
1993-94	16	31	15	19	7	14	-	9	8	12	46	85
1994-95	17	31	14	31	8	15	7	15	12	16	48	108

SOURCE: Department of Education St.Kitts.

It is of particular interest and relevance to examine the data at Table 3.26 and 3.26A above.

To recap so far there were 1973 males and an identical number of females in the population. In fact based upon Tables 3:26 and 3:26A , the overall enrolment figures for males and females in the secondary schools are not very dissimilar. In Table 3.26 a trend is discernible that in the public secondary schools the male students slightly outnumber the female students in the First, Second and Third Forms. In the Fourth Forms the numbers are more equitable. However, by the time the students reach the Fifth Forms, the females out number the males as follows :-

- Total First Form Enrolment over three years, male 59.9%, female 48.1%.
- Total Second Form Enrolment over three years, male 51.3%, female 48.5%.
- Total Third Form Enrolment over three years, male 50.7%, female 49.3%.
- Total Fourth Form enrolment over three years, male 49.8%, female 50.2%.
- Total Fifth Form enrolment over three years, male 39.9%, female 60.1%.

The big question is what is happening to the male students after they have reached fourth form?

Table 3.27
POPULATION 15 YEARS AND OVER BY AGE GROUP, SEX AND MAIN ACTIVITY PAST 12 MONTHS
ST. KITTS & NEVIS 1991 POPULATION CENSUS

Age	Total	Worked	Had Job Did Not Work	Looked For Work	Wanted Work & Avail.	Home Duties	Attended School	Retired	Disabled /Unable To Work	Other	Not Stated
Sexes	26,698	16,795	96	672	151	3,185	2,341	1,987	952	250	269
15-19	3,946	1,231	13	190	40	223	2,152	-	20	48	29
20-24	3,503	2,812	20	162	42	253	101	-	18	42	53
25-29	3,486	2,893	15	99	18	289	54	-	34	38	46
30-34	3,251	2,761	13	77	19	281	18	-	32	28	22
35-39	2,564	2,153	12	42	14	257	9	-	28	19	30
40-44	1,514	1,283	5	20	4	159	1	5	14	11	12
45-49	1,176	923	4	18	3	172	2	11	21	15	7
50-54	1,077	752	3	17	4	206	1	42	32	9	11
55-59	1,039	654	2	13	1	217	-	74	54	8	16
60-64	1,150	563	3	14	1	295	1	197	62	4	10
65 +	3,986	770	6	20	5	833	2	1,655	636	28	31
Not Stated	6	-	-	-	-	-	-	3	1	-	2

Age	Total	Worked	Had job,did not work	Looked for work	Wanted work & avail.	Home duties	Attended school	Retired	Disabled /unable to work	Other	Not stated
M	12,896	9,469	60	311	82	210	1,110	981	392	130	151
15-19	1,973	739	7	90	26	27	1,027	-	11	24	22
20-24	1,766	1,555	10	71	21	11	42	-	10	17	29
25-29	1,732	1,570	11	35	10	16	23	-	21	21	25
30-34	1,586	1,448	8	36	7	12	7	-	23	15	12
35-39	1,286	1,178	9	23	7	14	6	-	16	14	19
40-44	782	744	2	10	2	7	1	3	6	3	4
45-49	576	527	2	10	2	6	2	6	9	9	3
50-54	486	426	2	8	1	9	1	16	14	5	4
55-59	482	386	2	6	1	9	-	34	31	4	9
60-64	502	362	2	8	1	17	1	73	30	3	5
65 +	1,740	534	5	14	4	82	-	848	221	15	17
Not Stated	3	-	-	-	-	-	-	1	-	-	2
F	13,802	7,326	36	361	69	2,975	1,231	1,006	560	120	118
15-19	1,973	492	6	100	14	196	1,125	-	9	24	7
20-24	1,737	1,257	10	91	21	242	59	-	8	25	24
26-29	1,754	1,323	4	64	8	273	31	-	13	17	21
30-34	1,683	1,313	5	41	12	269	11	-	9	13	10
35-39	1,278	975	3	19	7	243	3	-	12	5	11
40-44	732	539	3	10	2	152	-	2	8	8	8
45-49	600	396	2	8	1	166	-	5	12	6	4
50-54	591	326	1	9	3	197	-	26	18	4	7
55-59	557	268	-	7	-	208	-	40	23	4	7
60-64	648	201	1	6	-	278	-	124	32	1	5
65 +	2,246	236	1	6	1	751	2	807	415	13	14
Not Stated	3	-	-	-	-	-	-	2	1	-	-

Source: St. Kitts And Nevis Annual Digest Of Statistics Pages

It is evident from 3.27 that more males are entering the labour force relatively younger than their female counterparts. In contrast the data at 3.26A which deals with the private school, for each of the five forms, namely Form One to Form Five the female enrolment exceeds that of the male in every single year and in each form for the entire three years period under review. As a result, there was an overall enrolment of 34.4 percent males to 65.6 percent females. The fee structure sets parameters as to the number of students parents are willing to pay fees at the Private secondary school. These are perhaps are willing to support and pay for the education of girls in preference to boys.

It should be of interest to examine the enrolment in secondary schools by "year groupings" or forms. In a few of the public secondary schools, one first form for example, could be divided into as many as nine different ability classes. In the case of the private secondary school, which has a very small enrolment, the students may be kept in one homogenous or mixed ability group. Hence the Table 3.28 will analyze only the public secondary schools.

TABLE 3:28
TYPES OF CLASSES AT PUBLIC SECONDARY SCHOOLS

Schools	Form	Classes	Above Avg.	Avg.	Mixed	Remedial
6	1	34	14	7	2	11
6	2	33	13	9	2	9
7	3	39	15	13	3	8
6	4	30	10	13	-	7
5	5	17	10	4	1	2
2	6	4	2	-	2	-
TOTAL	21	157	64	46	10	37

Source : Ministry of Education, for Caribbean Development Bank.

In the Federation of St. Kitts and Nevis the educational attainment of secondary school teachers range from five to nine CXC/O Level passes to graduate and post-graduate degrees. The position may be summarised thus :-

- Non-graduate Teachers (Untrained).In this category the vast majority of teachers would be recruited from the CXC and G.C.E. A' Level school leavers classes. It is the norm to find most teachers with CXC / or G.C.E.'O level passes at the lower end of the secondary and at least an A'level pass in the subject they would be assigned to teach at the upper secondary level.
- Trained Teachers, (Non-graduates) of the local Teachers' Training College.
- Graduate Teachers without professional training.
- Graduate Teachers with professional training of whom an increasing number were trained teachers who pursued Bachelor of Education Degrees or general academic degrees.

Table 3.29 below will indicate the number of male and female graduate teachers with an indication of those who are also professionally trained.

TABLE 3.29
GRADUATE TEACHERS IN SECONDARY SCHOOLS ST. KITTS AND NEVIS DURING 1995-96

ST.KITTS				NEVIS			
M	F	TRAINED	UNTRAINED	M	F	TRAINED	UNTRAINED
25	40	34	31	13	20	17	16
TOTAL		65		TOTAL		33	

Source : Ministry of Education

According to Table 3.29, the following deductions can be made:-
(a) St.Kitts: 52% trained graduates, 48% untrained graduates.
(b) Nevis: 52% trained graduates, 48% untrained graduates, (c) St.Kitts: 38% male graduates, 62% female graduates. (d) Nevis: 39% male graduates, 61% female graduates.

It seems that there is need to devise a programme of Training for the untrained Graduates of the secondary schools.

It is deemed advisable at this juncture, to examine the relative numbers of trained and untrained teachers (that is, the non-graduates) who are employed in both the public and private secondary schools in the Federation.

TABLE 3:30
TRAINED AND UNTRAINED TEACHERS BY SEX AND SECTOR.

STATUS	TRAINED PUBLIC			UNTRAINED			TRAINED PRIVATE			UNTRAINED		
YEAR	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F
1990-91	137	58	79	77	43	34	1	-	1	8	2	6
1991-92	142	59	83	66	34	32	2	-	2	9	3	6
1992-93	140	54	86	73	35	38	3	-	3	10	3	7
1993-94	132	50	82	59	33	26	4	-	4	10	1	9
1994-95	114	44	70	67	37	30	5	-	-	5	3	2

Source: Ministry of Education

The data at table 3:30 are giving some very strong signals about the teaching profession. It is very obvious that private secondary schooling has been unable to attract or employ not one single male trained teacher, and only an exceedingly limited number of untrained male teachers, who averaged about 23 percent of the private secondary sector teachers throughout the five years period under review. In the public secondary school sector, overall, the female teachers were likewise predominant. Over the period 1990-1995, in the "Trained Teachers" category the staff were in the ratio of 40 percent to 60 percent for male and female respectively. However, in the category of "Untrained Teachers" the ratio was 53 percent male to 47 percent female.

Standards Quality and Relevance Of Curricula Materials

It should be recalled that one of stated aims of secondary education in St Kitts and Nevis is to prepare students for the world of work. Hence in this rapidly changing scientific and technological era, it is essential that the curricula of secondary schools should be constantly updated to keep pace with the changing demands of the labour market, as well as to enhance the quality of life for the upcoming generation. To do so the system must also attempt to produce a cadre of flexible, versatile, knowledgeable and problem-solving individuals, capable of adjusting to changes, and likewise to be entrepreneurial in their approaches to the requirements of the labour force.

For the upper forms of the secondary schools, the curricula standards are set by regional and sub-regional entities, organization and expertise to which the various territories of the region subscribe and also participate involuntarily. Towards this end many of the curricula initiatives and support materials, whether print or non-print, are decided upon regionally or sub-regionally. These and similar efforts should be encouraged, since it is both undesirable and unnecessary for each mini-state in the region to pursue its secondary education policy and programmes in isolation. Inclusive of some the regional curriculum initiatives have been :-

(1) The CXC/ACCC/CIDA/UWI. Curriculum Project (1985-988).
For the upper secondary level, the Caribbean Examination Council (CXC) in Conjunction with the Association of Canadian Community Colleges (ACCC) and CIDA developed relevant curriculum and teacher/student resource booklets to support the CXC Syllabuses. The main subjects were Chemistry, Physics, Biology and a limited number of technical and vocational offerings. These materials are in all schools, but it is necessary to have them revised and reprinted.

(2) The Multi-Island Project. (1991-1993)
In this Project UNESCO/ILO assisted the sub-region with curriculum materials and an impressive range of "curricula equipment" such as over head projectors etc. to help redress some of the concerns of shortages in technical and vocational subjects.

(3) CTTP/OCOD Curriculum Modules.(1993- ongoing)
More recently CTTP/OCOD collaborated to produce teaching modules of CXC Syllabuses in English, Social Studies and Science. These are comprehensive modules designed to prepare Untrained teacher and other categories of School Leavers to improve their CXC qualifications.

(4) National Initiatives.
Quite rightly so, and to avoid unnecessary duplication, at the national level, St. Kitts and Nevis has attempted to revise the curriculum at the lower end of the secondary schools . More recently a curriculum in Environmental and Tourism Education which has been developed and funded by OAS will be introduced shortly. There is need to keep revising or updating the curriculum at the lower end of secondary school, with student/teacher guides and work books, particularly to help the untrained teachers.

In brief, it has been with the assistance of expertise nationally and regionally that secondary schools in St. Kitts and Nevis are enabled to have standardized curriculum almost throughout the entire system in all subjects. Personnel from the Teachers' Training the monitor learning/teaching process and in the past have assisted in setting common tests in selected subjects in the lower and even upper forms to help to maintain standards. The full range of subjects offered according to the number of schools is set out below.

TABLE 3:31
SUBJECTS TAUGHT AT SECONDARY SCHOOLS IN ST. KITTS AND NEVIS

LANGUAGE	*	SOCIAL STUDIES	*	SCIENCE	*
English Language	7	History	7	Biology	8
English Literature	7	Geography	7	Chemistry	6
Spanish	7	Social Studies	7	Physics	6
French	7	Civics	7	General Integrated Science	7
MATHEMATICS		PRACTICAL SUBJ.		COMM.SUBJECTS	
Algebra	7	Woodwork	6	Typing	6
Geometry	7	Metal work	1	Short Hand/Speedwriting	6
Arithmetic	7	Masonry	-	Commerce	6
		Technical Drawing	6	Economics	2
		Agriculture Science	6	Office Procedure	6
		Home Economics	6	Computer Science	5
		Dressmaking/N/work	6	Family life Education	7
		Food & Nutrition	6		

Source : Compiled by the Current Researcher.
** Indicates Number of Schools which teach that particular subjects.*

Family Life Education.

Family Life Education is singled out for special mention, because of its potential value to Human Resource Development. The Ministries of Education and Health in the Federation have long recognised the importance of Health and Family Life Education as an effective means of enabling individuals to promote and protect their health.

Health is an especially important human asset, and therefore people have a right to learn how to maximize their health potential. To this end the Ministries have devised methods and strategies to ensure development of appropriate curricula and support mechanisms for the teaching of Health and Family Life Education in schools and at the Division of Teacher Education, College of Further Education.

The aim of the appropriate programme is to empower students, teachers, children and youths with knowledge, skills, and opportunities to become informed decision makers and to demonstrate behaviours that will foster the promotion and protection of their health and total development and contribute to improvements in the health and well being of families and their communities. Ultimately such programmes are committed to preparing and supporting teachers, children and youths to cope effectively with present challenges in their health and well being and with those they will encounter.

Table 3:32
TRENDS IN STUDENT ENROLMENT AND TEACHING STAFF AT PUBLIC SCHOOLS,1978/79-1993/94

	1978/79		1983/84		1988/89		1993/94	
SECONDARY	TEACH.	PUPIL	TEACH.	PUPIL	TEACH.	PUPIL	TEACH.	PUPIL
St. Kitts	3,637	189	3,035	195	3,127	198	3,485	228
Nevis	1,139	65	1,016	76	919	73	851	76
Sub Total	4,776	254	4,051	271	4,046	271	4,336	304
Teach.:Pupil Ratio		1:19		1:15		1:15		1:14
TOTAL	12,543	579	10,953	570	10,377	532	10,293	606

Source Department Of Education For CDB
These Figures Differ Somewhat From The More Recent Data Given By The Department Of Education

Teacher Pupil Ratio.

The official Pupil/Teacher Ratio in St. Kitts and Nevis is 1:14 as shown in Table 3.32. It is necessary to take into account also, the working load of the teachers who have inescapable commitments in school based assessments for the CXC Examinations and numerous other duties in the evaluation and recording of data on students performance. It would therefore be quite informative to look at examples of teaching periods at each public secondary school.

TABLE 3.33
TEACHING PERIODS AT SECONDARY SCHOOLS*

		TEACHING PERIODS IN YEARS			
SCHOOLS	TEACHERS	23 OR LESS	24-28	29-33	OVER 33
BSH	68	10	51	6	1
CHS	51	7	41	3	0
SPHS	47	11	28	8	0
VHS	20	3	14	3	0
CSS	49	3	23	15	0
GSS	28	3	12	13	0
TOTAL	263	37 (14%)	169(64%)	48(18%)	1(0%)

*Source : Min. Of Education CDB: * Periods Mean .(Contact Time) The Average Duration Of One Period In Any Secondary School Is About 45 Minutes.*

Abbreviations:
BSH-Basseterre Senior High School
CHS Cayon High School
SPHS-Sandy Point High School
VHS-Verchilds High School
CSS-Charlestown Secondary School
GSS-Gingerland Secondary School

Quality of Facilities

The attached summary represents the latest data gathered from the Ministry of Education in, St. Kitts. In the circumstances it was deemed advisable to present them as qualitative data which give information on each public secondary school.

Table 3.34
Quality of School Facilities

	Basseterre Junior		Basseterre Senior		Cayon High	
Room	No	Comments	No	Comments	No	Comments
Auditorium	-	No Place For All To Meet For Assembly Or Speech Days Other Than In The Open	1	The Only Auditorium Of Any Size Available For Community Activities. Consequently In much Use And Demand.	-	
Typing Rm.	-		1	In Very Good Condition	1	Good Condition
Music	1	Houses Steel Drums. Seems Popular And Drums Are Well Kept.	1		1	
Tech. Drawing	1	Numbers Are Limited Because Of Lack Of Adequate Space	1	Subjected to Vandalism	1	
N\Work Home Ec.	2 2		1 1		2 2	
Woodwork	1		1	In Poor Condition	1	
Computer	-	No Computers. Unfortunate Because The Children Started The Programme.	-		1	Shares Room With The Library
Auto Mechanic	-		-		1	Very Small
Electrical	-		-		1	
Library	1	In Good Condition But Small.	1	In Good Condition But Not Well Stocked.	1	Contains Computers. Small
Science	2	In Good Condition	3	Biology, Chemistry, Physics. Only Biology In Good Condition. Chemistry Vandalized	1	
Art	1	In Good Condition	1	Small	1	Very, Very Small.
Modern Lang.	-		1	Small	-	
Prin. Office	1	Contains Deputy's Office, Secretary And Sick Bay.	1	Small And Bare	1	
Metal work	1		1	The Workshop Is In Poor Condition And Is Utilised	1	

	Sandy Point High		Verchilds High	
Room	No	Comments	No	Comments
Auditorium	1	Four Permanent Classrooms.	-	
Typing Rm.	1	Small Holds 18 Or More Stud. At A time	1	Small And Holds Only 16 students
Music	-	But Has Access To Instruments.	-	
Tech.Drawing	1		-	
N\WorkHome Ec.	2		-	Destroyed In Fire. Being Rebuilt.
Woodwork	1		1	
Computer	1	Not Designed As A Comp.Rm	-	
Auto Mechanic	-		-	
Electrical	-		-	
Library	1		-	
Science	2		1	Present Space Inadequate. Being Rebuilt.
Art	1	Small		
Modern Lang.	-			
Pr. Office	1	Embarrassing Inadequate.	-	In Temp. Quarter Because Of Fire In Apr.(Last)
Metalwork	-			

	Charlestown Sec.High		Gingerlang Sec.High	
Room	No	Comments	No	Comments
Auditorium	1	Houses 4 Classrooms.		
Typing Rm.	1			
Music	-			
Tech. Drawing	1			
N\WorkHome Ec.	2	In Generally Good Cond..		
Woodwork	2	In Poor Cond. W/Leaking Roof & Exposed Elec. Wire.		Badly In Need Of Repair
Computer	1	Only 5 Comp. Insufficient To Ser.Entire School	1	In The Process Of Being Started
Auto Mechanic	-			
Electrical	-			
Library	-		1	Very,Very Small But Well Stocked.
Science	2		1	Walkway Is Seriously In Need Of Repair.
Art	-		-	
Modern Lang.	-		-	
Pr. Office	1		1	
Metalwork				

Table 3.35
FINANCING EDUCATION BY ISLAND & PERCENT ALLOCATION BY SECTOR

Terr	Year	ECm$	T.T.	T.E.	A.E	S.E.	P.E.	E.C.D.	S.F.	A.
S.K.	1986	9.6	2.2	18.0	.2	40.1	26.5	1.00	8.00	4.00
S.K.	1990	12.0	4.37	6.41	.14	41.79	37.10	1.2	6.45	2.54
N.		4.5	*	0.01	4.55	77.52	**	.14	-	15.45
S.K.	1994	16.8	5.9	5.9	.1	32.33	44.75	1.5	8.2	3.1
N.		5.0	*	2.22	1.5	74.23	**	.01	-	22.84
S.K.	1995	17.8	5.6	5.6	.10	32.1	44.3	1.5	8.6	3.0

Source : Ministry of Education, St.Kitts & Nevis

T.T. Teacher Training, .C.D. Early Childhood Education, T.E. Teacher Education ,S.F. Support Facilities
A.E. Adult Education , A. Administration, S.E. Secondary Education , Terr. Territories
P.E. Primary Education , S. K. St. Kitts, N. Nevis

In the decade under review, the following trends are evident as can be seen in Table 3.35 above. The St. Kitts Education Budget increased by about 83.3 per cent, that is it moved from $ 9.6 million in 1986 to $ 17.8 million in 1995. In 1986 Secondary Education in St. Kitts was allotted 40.1 per cent of the Budget, but in 1995 the allocation was 32.1 per cent, Although, secondary enrolment moved from 4,047 in 1986 to 4,541 in 1995 respectively, or an increase of 12.2 percent during the decade. No data is available for Nevis until 1990.

In 1990, the Nevis Island Administration, allocated 4.5 million dollars to Education, of which 80.2 percent was devoted to Primary and Secondary Education combined. In the same year the allocation to Education in St.Kitts was $ 12.9 million, of which Primary and Secondary Education together received a total of 78.89 percent. The school population in St. Kitts is about three times greater than in Nevis. The allocations are therefore fairly evenly distributed. Further it should be noted that for both islands though the quantum of money devoted to the whole Education Sector increased significantly from 1990 to 1995, the percentage of the Budget that was allocated to both secondary and primary education steadily declined throughout that five year period. It is difficult to resist the conclusion that actual monetary increases barely kept pace with the rate of inflation.

TABLE 3.36
EDUCATION COSTS
BUDGETARY EDUCATION EXPENDITURE % OF GDP

ISLAND	1986	1987	1988	1989	1990	1991	1992
ST. KITTS	3.8	3.5	3.0	3.0	2.5	2.4	2.4
NEVIS	N/A	N/A	N/A	N/A	0.9	0.9	1.0

Table 3.36A
BUDGETARY EDUCATION EXPENDITURE ON
AS % TOTAL EXPENDITURE

YEAR	1986	1987	1988	1989	1990	1991	1992	1993
ST. KITTS	20.0	17.8	17.0	16.5	13.3	13.7	13.6	13.8
NEVIS	N/A	N/A	N/A	N/A	24.9	25.00	26.4	25.5

Source : Ministry Of Education For C.D.B

Text Books in Secondary Education.

Charts 3.33 and 3.34 (a), (b) and (c) above show that the seven secondary schools were generally devoid of adequate library facilities. Another perennial problem which bedevilled the process of the democratization of secondary schooling from its very inception, was the vexed question of parents having to supply their children with text books. In 1993 The Government took the decision to supply text books to all students from private and public schools, regardless of socio-economic status or parental ability to pay.

The data in Table A36 of the Statistical Annex summarises the cost and quantum of text books supplied through Project SELF (Students' Education Learning Fund) from 1993 - 1995, and the actual and projected expenditure of text books and Examination fees until June, 1996.

In the tables which follow, the results for the CXC Examinations, utilizing as bench marks Grades 1 and 2 of both the General and Basic Proficiency Examinations are summarised and compared. Data are also given for the Cambridge G,C.E O'Level Examination for Grades A, B, and C.

Table 3:37
SUMMARY OF CXC EXAMINATION RESULTS

	CXC Exam Results						Cambridge Exam Results		
	Gen. Proficiency			Basic Proficiency			O'level		
Year	No. Sitting	Grade 1&2	%	No. Sitting	Grade 1 & 2	%	No. Sitting	No. Passed	% Passed
1988	1628	903	55.47	887	403	45.43	220	114	51.81
1989	1658	917	55.30	927	412	44.44	259	83	32.0
1990	1833	1069	58.30	984	446	45.33	165	52	31.5
1991	2770	1166	51.40	945	390	41.27	264	95	35.9
1992	2259	1116	49.40	903	407	45.1	402	207	51.5
1993	2494	1342	53.8	1009	367	36.4	444	203	45.7
1994	2383	1420	59.6	1058	510	48.2	414	198	47.8
1995	2388	1340	56.1	827	360	43.5	472	191	40.5

Source: Department Of Education St. Kitts

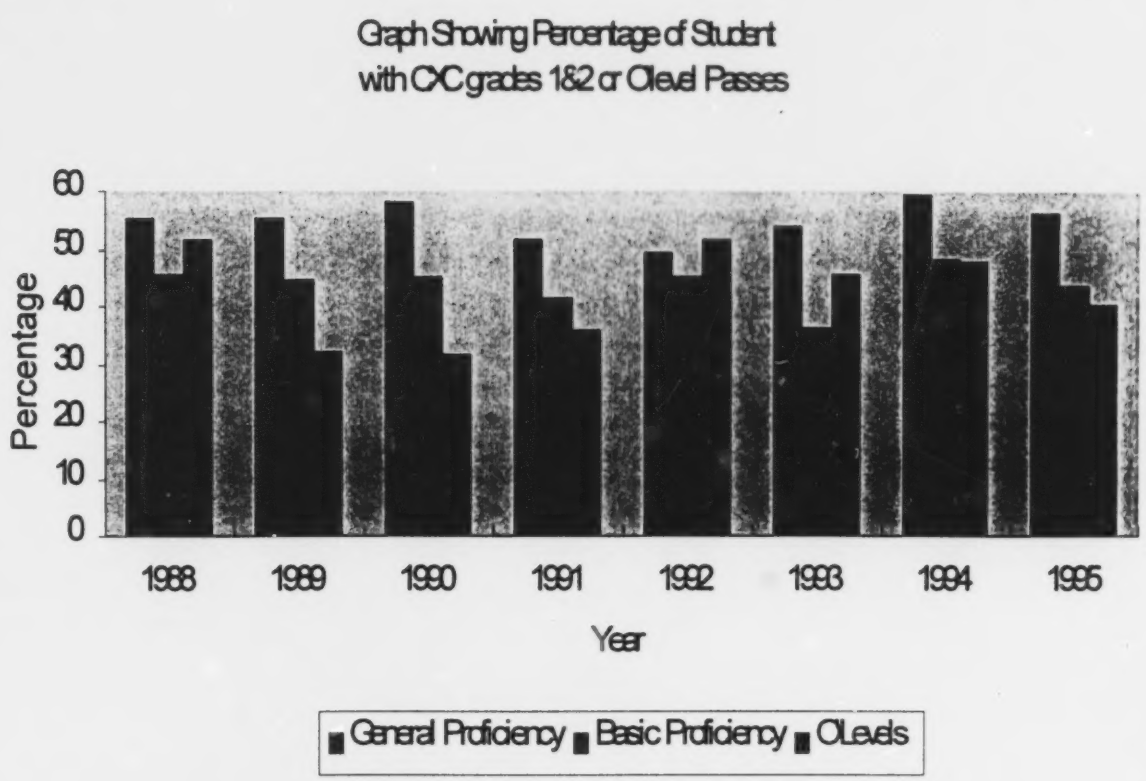
Students sitting CXC/CXC Passes: Cambridge 'Level Passes and Numbers of Subjects Offered

The results show a gradual numerical increase in the number of subjects which were offered at the General Proficiency level, with subject passes at Grades 1 and 2 averaging 55 percent over the past 8 years. The performance of the students who sat the Basic Proficiency was somewhat unstable with results at the Basic Proficiency Grades 1 & 2 averaging 43.7 percent.

Cambridge G.C. E. O' Level Results.

The data show that relatively fewer children wrote the G.C.E.O' level Examinations, which had its lowest enrolment during the period 1989 to 1990, when the pass rate averaged less than 33.3 percent. Paradoxically when the number of subject entries were lower as in 1988 to 1991, the percentage of students who obtained Grades A, B, and C was higher. The same pattern is generally true of the period 1992 until 1994, with a slump again in 1995, when the subject entries were highest of all.

GRAPH 3:2



source : graph was designed by the researcher based on data at table 3:37 above

TABLE 3.38
CXC RESULTS CANDIDATES OFFERING FOUR OR MORE SUBJECTS-CXC GENERAL/TECHNICAL AND ACHIEVING GRADE II OR BETTER

	1992	1993	1994
ST. KITTS			
Total Sitting Gen/Tec	365	245	212
Total Sitting 4 Or More	133	130	131
% Of Total Sitting 4 Or More	36	53	62
No . Of Passes	77	84	104
% Passes	58	65	79
REGIONAL			
Total Sitting Gen/Tec	63,707	65,813	71,541
Total Sitting 4 Or More	27,651	27,651	30,129
% Of Total Sitting 4 Or More	41	42	42
No . Of Passes	8,794	9,289	11,193
% Passes	33	34	37

Table 3.38 was merely concerned with the results of those students, taken as a subset of all the candidates in Table 3.37 above who wrote four or more CXC General Technical Subjects for the period 1992-1994. When compared with the results at the regional level, the data show that the Kittitian/Nevisian students performed quite creditably and well above the average regional performance.

Indeed the percentage pass rate was particularly outstanding in 1994, even when the percentage of Kittitian/ Nevisian students who sat the examination was higher than the percentage of students from the entire region. However, a point that the Kittitian educational authorities have been labouring is, given the actual enrolment of students in the Fifth Forms, a national goal is to increase the quantum of persons who actually can write more subjects at the General/ technical Proficiency Level.

From the data at Table 3.39 the following observations can be made. The enrolment in the Sciences still lag considerably behind the enrolment in the "Arts". Additional resources and strategies (motivational and otherwise) are needed to encourage more students to pursue options in Science.

Secondly, the students are still under achieving in English Language and Mathematics.

TABLE 3.39
NUMBERS SITTING MATHEMATICS AND SCIENCE SUBJECTS (GENERAL/TECHNICAL LEVEL) AS A PROPORTION OF NUMBERS SITTING

Subj.	1992	Sat	Passed	1993	Sat	Passed	Passed	Passed	1994	Sat	Passed	Passe
Eng. A	348	(100)	82	(24)	352	(100)	117	(33)	303	(100)	146	(46)*
Biology	67	(19)	30	(45)	91	(26)	65	(71)	85	(28)	25	(29)
Chemistry	59	(17)	44	(49)	71	(20)	35	(62)	54	(18)	35	(65)
Integ. Sci.	42	(12)	19	(45)	50	(14)	28	(56)	71	(23)	54	(76)
Math	146	(42)	67	(46)	161	(46)	61	(38)	174	(57)	81	(47)
Physics	55	(16)	36	(65)	52	(15)	36	(69)	54	(18)	25	(46)

Source: Department of Education, St. Kitts

Table 3:40
SIXTH FORM ENROLMENT IN ST. KITTS AND NEVIS.

	ST.KITTS			NEVIS			
YEAR	TOTAL	M	F	TOTAL	M	F	TOTAL
1986	110	58	52	26	19	7	136
1995				36	13	23	

Source: Compiled from Statistics, available at the Department of Education St. Kitts and Nevis.

In Table 3.40, the data show that only in 1986, did the total male enrolment in the combined Sixth Forms of St.Kitts and Nevis exceed the female Sixth Form population in the ratio of 57 percent to 43 percent

However, female enrolment in the Sixth Forms of St, Kitts and Nevis combined, exceeded male enrolment for the nine year period of 1987 to 1995, both years inclusive. The period also witnessed a steady growth in the number of students who opted to pursue Sixth Form Studies, except in 1989, when there was a significant down turn in enrolment in both islands. The percentage of children who passed CXC Examinations in 1989 at Grades 1 & 2 General Proficiency Level was higher than in many other years, and hence lack of qualified candidates could not be a factor.

The data at Table 3.41 show a marked decline in the G.C.E.A'Level Cambridge pass rate between 1988 and 1989 and then a gradual improvement until the year 1995 when the performance of the candidates was at its best for the eight year period under review.

TABLE 3:41
CAMBRIDGE G.C.E. A'LEVEL EXAM RESULTS

	A' LEVEL		
YEAR	NO. SAT	NO. PASSED	% PASSED
1988	435	272	50.9
1989	251	91	36.25
1990	229	109	39.6
1991	228	114	47.5
1992	245	124	50.6
1993	246	125	50.8
1994	245	105	42.9
1995	307	172	56.0

Continuing Education for Teen Age Mothers.

Four decades ago, the notion of teenage mothers continuing their education in the formal secondary school setting was unheard of. Further at that time pregnant unwed female civil servants, especially teachers resigned often before their "plight" became public knowledge. By the mid 1970s all female civil servants, with babies born out of wedlock were placed on forced leave of absence for one year. At the student level, the entrenched mores of the society, as well as existing unwritten legislation, precluded teen age mothers from returning to school.

The mid 1980's witnessed a change of Government policy towards pregnant unwed female civil servants against whom all discriminatory regulations and practices were removed as regards their continuation in the civil service . Further , Government ensured that unwed female civil servants were entitled to the same social security and maternity benefits as females who were married.

The Ministry of Education also initiated Family Life Education as part of its Comprehensive Health Education programme, and along with specially selected Guidance Counsellors (and Career Guidance) sought to present to Adolescents viable alternatives to early Teen Age pregnancy.

TABLE 3:42
TEEN AGE PREGNANCIES
ST. KITTS AND NEVIS
PERCENT,1986-95

YEAR	%	YEAR	%
1986	19.4	1976	36
1987	20.3	1977	36
1988	19.0	1978	32
1989	25	1979	31
1990	**17**	**1980**	**30**
1991	18	1981	28
1992	19.7	1982	28
1993	18.7	1983	24.3
1994	17.8	1984	26
		1985	21

Source (1) Manners, Annette (1988) B. Ed Thesis U.W.I. (2) Statistics, Min. of Health.

The data in Table 3:42 show a fluctuating but significant decline in the percentage of teenage pregnancy during the past two decades. The percentage of teen age pregnancy moved from 36 percent in 1976 to 17.8 percent in 1994.

While no single factor could fully explain the reason for the above very desirable trend, it is a generally accepted fact that:-

- Family Life Education;
- more opportunities for secondary school and the resultant higher level of academic attainment;
- the impact of school guidance counsellors;
- and more opportunities for employment were potent factors in the declining rate teen-age pregnancies.

It was noted above that although the Government made provisions for teen age mothers to return to school, but because of the social stigma attached to the venture, most of the teen-age mothers opted instead to attend Evening Institute classes to continue their education. However from the late 1980's teen age mothers have been returning to school, and it is the economic plight, rather the social stigma which decides whether such mothers would return to school.

Technical Vocational Education and Training

The Ministry of Education attempts to provide an orientation to Technical and Vocational Education to all students who are enrolled in the secondary schools of the Federation. Female students in Forms 1 and 2 normally select Home Economics which is slated as an alternative to Wood Work and Metal Work, subjects which are traditionally offered to male students. In general, the time table allocation would be two or three periods per week out of an estimated forty periods each week. The time table does allow boys or girls to choose any subject. Over the past two decades however, the occasional boy or girl has chosen subjects which cut across the traditional gender stereo type. There is need to encourage more of this trend. In 1980, the Basseterre High School experimented by exposing both male and female students to the above technical/vocational subjects but reverted to the traditional choices when the 4th and 5th form level was reached. The experiment at the Sandy point high in the 1970's resulted in some boys sitting Home Economics at the GCE level. The Ministry of Women's affairs have conducted the occasional course where women have been taught Home Maintenance courses in Plumbing, Electricity and Masonry. Notwithstanding these efforts gender stereotypes still persists both at the formal and non-formal levels.

To effect economies of scale and thus maximize upon the availability of scarce human and physical resources, the Ministry of Education. Provided for two centrally located Multi-Purpose Workshops. One was built in Basseterre to serve all the schools in St. Kitts and the other in Charlestown likewise served the secondary schools in Nevis.

Curriculum Of The Multi Purpose Workshops.

1. Wood Work.	2. Technical Drawing.	3. Home Economics.
4.Auto-Mechanics.	5. Plumbing.	6. Electricity.
7. Masonry.	8. Metal Work.	

TABLE 3:43
MULTI-PURPOSE WORKSHOP: ANNUAL STUDENT IN-TAKE BY GENDER AND FEEDER SCHOOL IN ST. KITTS,1992-95.

	1992			1995		
SCHOOLS	Boys	Girls	Total	Boys	Girls	Total
B. J. H (A) REGULAR	19	19	38	24	26	50
(B) SCHOOL LEAVER	6	14	20	-	-	-
S.P.H. (A) REGULAR	18	21	39	19	12	31
(B) SCHOOL LEAVER	11	9	20	-	-	-
C.H.	15	17	32	21	10	31
V.H.	-	-	-	12	15	27
S.A.AGE	6	5	11	-	-	-
CONVENT HIGH	-	-	-	6	9	15
SUB-TOTAL ST. KITTS	75	85	160	82	72	154
(b) ANNUAL ENROLMENT BY GENDER						
NEVIS	92	89	181	71	40	111
TOTAL	167	174	241	153	112	264

Source: Department Of Education : The Multiple Purpose Work Shop Statistics.

Participating students at the multipurpose workshop, pursue their core subjects - English Language, General Science History or Social Studies at their respective feeder schools, where they spend 80 percent of their time. The data given at Table 3.43 are for the Annual Student intake from the various feeder schools in St. Kitts.

Taking the combined totals of the 1993 attendance at the Multi-Purpose Workshop of both islands as an aggregate the enrolment ratio was 49 percent and 51 percent for male and female respectively. However by the following year, 1994 the enrolment was 64 percent and 36 percent for male and female respectively. Male predominance at the Multi-Purpose Workshops continued through to 1995 when the proportion of male to female was 58 percent to 42 percent respectively.

It is the opinion of the writer that a second Multi-Purpose Workshop should be constructed to serve the schools in the North West Section of the Islands. There is need for more students to systematically pursue programmes in technical and vocational education right through until the fourth and fifth form levels. The data in the table below should help to show that point of view more convincingly.

TABLE 3.44
PERFORMANCE IN SELECTED SUBJECTS GEN. PROFICIENCY LEVEL 1992-94

	1992			1993			1994		
Subject	No. Sitting	No. Passed	%	No. Sitting	No. Passed	%	No. Sitting	No. Passed	%
Biology	67	30	45	91	65	71	85	25	29
Chemistry	59	29	49	71	35	62	54	35	29
Eng. "A"	348	82	24	352	117	33	303	146	48
Carib. History	294	145	49	296	152	51	251	183	73
Geography	215	116	54	247	126	51	177	137	77
Integ. Sci.	42	19	46	50	28	56	71	54	76
Math	146	67	46	161	61	38	174	81	47
Physics	55	36	65	52	36	69	54	25	46
Prin.of Accounts	217	78	36	214	88	41	210	118	56
Prin. Of Business	201	129	64	241	164	68	274	120	41
Tech. Drawing	36	35	97	58	50	86	48	45	94
Typewriting	82	72	88	84	65	77	80	39	49
Woodwork	53	36	68	62	54	87	52	48	93
Metalwork	5	2	40	8	4	50	5	1	20
Ag Science(D.A.)	105	53	50		24	39	33	29	88
Ag Science (S.A.)	-	-	-	64	22	34	83	43	52

Source: Department Of Education , St. Kitts.

As can be seen from Table 3.44 above the there is a relative paucity of students who sat Woodwork, Metal Work and Technical Drawing when compared with the number of students who sat English, History and Geography. In as much as the various secondary schools do not have the workshop facilities for the students who have completed their programme of studies at the Multi-Purpose Workshops to continue at the CXC Level, a number of suggestions should be considered.

- Upgrading of the Technical and Vocation education facilities at all secondary schools,
- Building of Centre(s) of Excellence on each island, or expansion of Multi-Purpose workshop.
- Maximising of opportunities for greater linkages between Multi-Purpose Workshops, Technical and Vocational Education in Secondary Schools and the Division of Technical and Vocational Education at the College of Further Education.
- Provision of a Co-ordinator / Education Officer for Technical and Vocational Education at the Ministry.

2.4 Adult Education.

Table 3.45
Level of Qualifications by Number and Sex
COMPARISON OF MALE AND FEMALE QUALIFICATION.

	M	F	Total
School Leaving Cert.	1,001	1,092	2,093
Cambridge School Cert.	76	119	195
GCE O'Level	1,283	1928	3211
GCE A Levels	128	158	286
Higher School Cert.	75	99	174
Diplomas	255	243	498
Degrees	478	326	804
Other	338	371	709
Not Stated	196	197	393
Not Available	3,554	3,510	7,064
NONE	12,549	12,642	25,191
Total Population.	19,933	20,685	40,618

In every era, responsible administrative and political leaders must respond to the dynamic needs of their respective communities for relevant education programmes which would provide their citizens with the enabling capacity not only to keep abreast, but also to forge ahead with ongoing developmental thrust. It is in this context that the need for an Adult Education Programme. Adult Education should address the re-educational needs of the population. The over all impact of science and technology and the attendant rapid changes upon developed and developing countries alike, call for constant re-education of significant numbers of the labour force in private sector as well as the public sector. Thus re-education implies the keeping abreast of technological development and the constant upgrading of skills required in the labour force and for forging ahead in the twenty first century. This seems to suggest that adult education is a serious public responsibility.

Secondly, a meaningful Adult Education Programme should be responsive to the under-educational needs of the targeted clientele. Under-education means that not enough education or training for the particular activity which a person wishes or is forced by circumstances to engage in is achieved. The phenomenon of under-education may be prevalent even among persons who have achieved even the most sophisticated education and training at the primary, secondary or tertiary level.

Thirdly, Adult Education should focus on the incidence of sub-education among sections of the population. Sub-education connotes the idea of deficiency in the individual's basic education. Further sub-education is anti-developmental and is particularly manifested in cases where rampart unemployment occur among the unskilled and (or) uneducated, while at the same time the demand for skilled workers is increasing. Such instances become opportune moments for the provision of relevant adult basic education programmes, and also pin-point the need for astute educational and man power planning which would pre-empt such anti-developmental factors.

Fourthly, Adult Education apart from being community orientated should focus on the broader national goals of sustainable development. In its accomplishment of this and other objectives, the adult education programme will of necessity not only draw upon existing resources, but will undoubtedly place additional resources (both human and physical) at the disposal of the entire country.

The above four "focal points" of Adult Education have featured in the provision of Adult Education in St, Kitts although there are still areas of considerable weaknesses. In fact it will be observed that although the Federation of St. Kitts and Nevis has very commendable enrolment ratios at the Primary and Secondary level that an obvious deficiency is the relative paucity of enrolment at the tertiary level. Successive Governments have dealt with that obvious weakness by strongly promoting or supporting Adult Education.

Inclusive of the more commonly known efforts are :-

- The Adult and Continuing Education programmes at the Department of Education which offers some 20 different courses. Some are academic and others are non-academic courses.
- The Challenge and other programmes offered at the University of the West Indies School of Continuing Studies, The Gardens, Basseterre.
- The Adult Literary Courses offered by SKALF in Basseterre, Conaree and Saddlers.
- 4 Wilkins Secretarial College, Basseterre.
- Francis Secretarial College, Basseterre.
- Washington Archibald's Evening Institute Classes.
- The number of private teachers involved in a wide range of courses.
- The Agricultural Extension arm of the Ministry of Agriculture.
- The Ministry of Health and Women's Affairs.
- The various under-graduate and post graduate programmes in education that have been conducted and are being conducted by the Education Department, Nevis in conjunction with American based Universities.
- The St. Kitts and Nevis based College of Further Education, which has established programmes in its Four Major Divisions.

While it is deemed unnecessary to detail the various programmes offered above, sufficient examples have been mentioned to underscore the fact that :-

- The demand for Primary Education fuelled the demand for Secondary Education.
- The demand for Secondary Education has been met in some subject areas, but has fuelled the unmet need for tertiary education in both academic and technical and vocational fields.

The data in Table 3.46 below depict enrolment in Government owned institutions and the formal programmes which lead to certification or employment incentives. The University of the West Indies collaborates with the Government of St. Kitts in the type of Tertiary Level Programmes which are offered.

Table 3.46
POPULATION ATTENDING SCHOOL FULL TIME TYPE OF SCHOOL/UNIVERSITY AND BY SEX, 1991 POP. CENSUS

Univ.	M	F	Total	M	F	Total	M	F	Total
Nursery	597	605	1,202	180	172	352	777	777	1,554
Prim.	2,805	2,752	5,557	593	589	1,182	3,398	3,341	6,739
Sec.	1,046	1,170	2,216	371	416	787	1,417	1,5861	3,003
Sen.School	41	16	-	5	4	-	-	-	-
Jr. School	520	474	994	3	7	-	523	481	1,004
Trade School	27	84	111	3	7	-	30	-	30
Tech. Inst.	58	72	130	6	5	11	64	77	141
Comm. College	46	79	125	16	36	52	62	115	177
Univ..	62	88	150	9	28	37	71	116	187
Other	53	99	152	13	19	32	66	118	184
Not Stated	4	10	14	-	1	1	4	11	15
Total	5,259	5,449	10,651	1,199	1,284	2,454	6,271	6,377	12,648

Source: St. Kitts And Nevis : Annual Digest Of Statistics 1991 And 1992.

It is quite apparent from the table above that with the exception of the Primary Schools there are more females than males enrolled in the various national educational institutions in the Federation of St. Christopher & Nevis

The data which follow below examine in more details enrolment in various Public institutions catering for Adult Education.

TABLE 3:47
ADULT EDUCATION PROGRAMME OFFERED
OECS TERTIARY LEVEL INSTITUTION

Year	Sex	A 'Level	Teach. Educ.	Tech. Educ.	Nursing	U.W.I	Youth Skills	Sub Total	Eve. Inst.SKN
1986	M	58	21	90	-	-	26	195	
	F	52	35	27	37	-	136	287	
1995	M		19	115	-	17	49	200	450/96
	F		32	46	85	34	41	238	686/298

Source : Compiled from data given by different departments of the C.F.E

It is apparent from the foregoing Table, that except for enrolment at the Technical College, female participation at post secondary level far exceeds that of the male. The second trend which is unmistakably clear is the paucity of opportunities are available at the post secondary level for participation in Tech Voc. Education.

Accordingly, it is deemed advisable to examine in greater details, few of these selected programmes and the implications of the data for post secondary education in St. Kitts and Nevis.

TABLE 3:48
CXC/EVENING INSTITUTE O LEVEL/A LEVEL

	Year			
Subject	1992	1993	1994	1995
Accounts	71	70	81	86
Biology	15	7	9	8
Commerce	22	18	-	-
Comp.Studies	-	-	-	95
Economics	72	34	18	43
English	95	98	135	126
Geography	10	6	3	-
History	4	6	6	15
Office Procedures	-	-		
P.O Business	30	40	37	67
Physics	23	5	-	9
Spanish	-	-	6	-
Sociology	-	-	5	-
Type Writing	-	-	-	19
Math	63	77	62	99
Accounts "A"	65	48	50	43
Economics	32	13	18	26
English A	7	8	6	8
Math	12	16	6	6
Sociology	-	5	8	-
Total	521	451	450	686

Complied From Data
Source:Department Of Education St.Kitts

From the data , it is obvious that enrolment in academic programmes exceeds the enrolment in technical/vocational education. The main clienteles have been:(1) school leavers who wish to upgrade their qualifications.

(2) Young and mature employers who wish to update their qualifications.

(3) Those who pursued additional subjects to meet the matriculations of regional and international educational institutions.

The data was not aggregated by Gender, but an examination of the records shows that the ratio is about 35 percent male and 65 percent female.

Further, of the approximate 26 different registration classes into which the students are enrolled only two of the classes are held outside of Charlestown Nevis, and Basseterre St.Kitts.

Hence students in the rural areas have to commute to their respective capital cities. In many cases, it has worked in the favour of persons who work in the capital cities and simply stay over for evening classes without any additional transportation costs.

TABLE 3:49
ENROLMENT IN COURSES AT THE UNIVERSITY SCHOOL OF CONTINUING STUDIES, THE GARDENS BASSETERRE.

	1992/93		1995/96	
Course	M	F	M	F
Bsc LEVEL 1	8	20	5	10
LLb Level 1	-	9	8	3
B.A. Level 1	-	-	-	1
Cert. In Public Admin.	3	12	1	10
Cert. in Bus. Admin.	10	13	3	10
Total	21	59	17	34

Source U.W.I. Extra Mural Centre : St. Kitts

The Table here shows that in the University courses leading to full degrees or at the Certificate level female enrolment again exceeds that of the male, and that male enrolment is only 50% of that of the female.

The two tables in the Statistical Annex, give more details about the non-formal youth skill programmes(Tables A41 and A42)

Female enrolment exceeds that of the male, and rural enrolment is greater than urban enrolment. It should be observed that in 1993 female enrolment is again higher than that of the male, but not as significant as in the preceding year; but the students from the rural areas were fewer than those from urban dwellings.

TABLE 3:50
YOUTH SKILLS TRAINING PROJECT, TRAINING ENROLMENT.

		SEX		AREA	
Module Area	No.	M	F	U	R
Auto-Mech.	10	10	-	5	5
Hairdressing	8	-	8	4	4
Air Cond.Refrig.	6	6	-	3	4
Plumbing	7	7	-	3	4
Gen. Joinery	7	7	-	3	3
Computer Train.	17	9	8	7	10
Poultry Rearing	7	7	-	-	7
Cake Decorating	18	1	17	7	11
Straw Work	9	2	7	6	3
Hotel Trades	1	-	1	-	1
Total	90	49	44	38	52

Source : Department Of Education : Youths Skills Training Project

It can be observed in the Table, that gender stereotypes strongly persists. Except for the lone male participation in Cake Decorations, male and female trainees were registered in traditional masculine and feminine oriented courses. The students from rural residences outnumbered those from urban dwellings. One general comment which should be underscored with respect to the foregoing four tables, is that the paucity of technical vocational opportunities, which are available at the formal secondary education level has fuelled a demand for non-formal education in a number of basic skill areas which have become "Bread and Butter" issues especially for young school leavers.

Parenting and Family Life Education.

A national parenting Education Programme was launched by the Department of Youth and Community Affairs on May 29, 1989. The programme was stimulated by three main concerns.

- Fairly frequent, but sometimes unsubstantiated accounts of truancy from school.
- Problems identified by welfare cases which were investigated.
- The findings of a social survey which was conducted by the Department of Youth and Community Affairs.

The Objectives of the Programmes are to:-

- To increase potential understanding of the needs and characteristics of children at different stages of development.
- To help parents perform their parental roles in an effective manner.
- To effect more productive attitudes/behaviour among primary school children.
- To further develop self confidence and self value in parents.
- To impart vital Family Life Education.

Child Participation.

The Education Department introduced in 1976 a Primary School Broadcasting programme which provides much opportunity for the participation of children.

Cultural, Physical and Recreational Activities.

All children attending schools in the Federation of St. Kitts, whether public or private are given many and varied opportunities for cultural expressions through:

- School concerts;
- Speech Day and Prize Giving, functions/ceremonies
- National events such as Independence Celebrations, Carnival, Culturama.
- Performances of the Schools' Steel Bands and Schools" Orchestra.
- Four H Organizations; Boys' Brigades; Boys' Scouts.

The Government has appointed a Sport's Officer based at the Ministry of Education , with assistants and in conjunction with the Department of Youth and Community Affairs to promote:-

- Inter island Sports
- Inter school Competition in Volley Ball, Basket Ball, Cricket, Tennis, Foot ball
- Community based Sports and Athletics

The community assets include a net work of playing fields and hard courts and many civic minded individuals who support and sponsor sporting activities for youths and adults alike.

Children's Books and Libraries.
Limited opportunities exist in schools and in annual summer children's Libraries camp.

In the foregoing sections some "red flags" relating to various issues at different levels of the education system (pre- primary, primary secondary and tertiary) were mentioned in conjunction with data given in the various tables. In this section only a selected number of those "red -flags" would be selected for special "Analysis", followed by "Review of Policies Plans and Programmes" and then finally "Unmet Needs and New Challenges."

3. CAUSAL ANALYSIS OF PROBLEMS.

ISSUES (1). The following cluster of issues relate to:
DAY CARE CENTRES AND PRE-SCHOOLS.

There were indications that the vast majority of children who are about 3-5 years of age are not attending any pre-school. The data at Table 3.3 show that in the ten year period 1986 - 1995, relative to the population, there was a dramatic increase in the private and social demand for pre-school education. It was also noted that the qualification of the "teachers" and in some cases the quality of the facilities in the Government owned institutions were generally of a much higher standard than what obtained in the privately owned institutions. The analysis showed a similar pattern with the Government owned and privately owned Day Care Centres. Further the cost of attending those privately owned institutions which had a much greater pupil teacher ratio, was considerably higher than that of attending the Government owned Pre- Schools and Day Care Centres which only charged a nominal fee.

Chart 3-CAUSAL ANALYSIS OF PROBLEMS: PRE-SCHOOLS

Manifestations	Immediate Causes	Underlying Causes	Basic Causes	Structural Causes
Less than fifty percent of population enrolled in Pre-Schools.	Individual, Household Community Parents leave children at home in care of "Nannies"	Individual, Household Community Many parents cannot afford to pay the relatively higher fees for Private Pre-School .	Individual, Household Community (1) Economic (2) social and (3)Legislative problems	Individual, Household Community Inadequate number of Pre-Schools available at both private and Public Levels
Strong private and social demand for more pre-school places	Institutional/Social Service Provision Education between 3-5 years not compulsory by law. It is a matter of parental choice	Institutional/Social Service Provision Only about 28% of students attend Government	Institutional/Social Service Provision About 72% attend Private Pre-Schools, and many other children cannot afford fees are excluded.	Institutional/Social Service Provision Private Pre-Schools operate with undesirable pupil teacher ratio, and underqualified teachers. governments limited in schools but service is relatively better.

ISSUES NO 2. The following Cluster of issues relate to :
PRIMARY EDUCATION.

(a) School Enrolment and Attendance.
The data pertaining to Primary School Enrolment show that whereas in the Kindergarten and other Lower Forms the boys out number girls by a fairly wide margin, seven years later when the children reach Grade Six, the Margin of difference between male and female enrolment narrows considerable. A check with the limited data provided by the 1991 Population Census indicated that around the ages which are equivalent to the forms for the Upper Primary School, the boys very slightly outnumbered the girls. This suggests that boys are beginning to drop out at the top of the primary schools.

More boys than girls are at the Remedial Centres of the various primary schools. Thus there seems to be a prima facie case for lower attendance and lower reading ability level for primary school boys, when compared with primary school girls.

(b) Student Achievement.
About one third of all children in the Primary school who were tested in Language Arts and Social Studies performed in the below average category. Generally all students performed more creditably on the "Recall questions than those which necessitated " Application, Synthesis and Analysis". Likewise in Science (on the PSAT) students performance was ranked lowest on questions which dealt with "Application of Knowledge" and "Concepts Relationship" than the recall or generally lower order questions.

(c) Ratio of Male to Female Teacher and Teacher Education and Training.
Male teachers are not attracted to a teaching career in private primary schools. Further males are less numerically and are also less qualified in both the Private and public Primary Schools than their female counterparts, according to the data collected, eighty percent of the Primary Head Teachers in the Federation are Females.

CHART4-CAUSAL ANALYSIS OF PROBLEMS-PRIMARY SCHOOL				
Manifestations	Immediate Causes	Underlying Causes	Basic Causes	Structural Causes
Under achievement in Reading manifested in more boys than girls .	Individual, Household Community Parents tend to let boys perform outdoor tasks while girls sit and read.	Individual, Household Community Psychological Teacher more likely to call on girls to read than on boys.	Individual, Household Community Boys more motivated for physical education and outdoor activities than for reading	Individual, Household Community Larger number of students at remedial classes are boys
Boys more frequently absent from schools than girls. Signs of Boys drop out in schools	Institutional/Social Service Provision Larger % of Boys in Reading classes than in girls	Institutional/Social Service Provision Need for more trained teachers in Remedial Reading.	Institutional/Social Service Provision Lack of male role models to motivate Primary School Boys.	Institutional/Social Service Provision Need for male teacher counsellors to deal with early drop out of Primary School Boys

ISSUES NO. 3. The third cluster of issues relate to :
SECONDARY SCHOOLS.

(a) Teen Age Pregnancy.
During the past twenty years the percentage of teen-age pregnancies have declined considerably, moving from 36 percent in 1976 to 17.8 percent in 1994. Further Teen Age mothers are allowed to return to school to complete their education.
(b) The relative paucity of enrolment into Science and Mathematics when compared with Language Arts. The data for Technical and Vocational Education show likewise a relatively low enrolment for students.

Existing Policies and Programmes.
The Mission Statement for Secondary Education as stated in the 1996 Estimates, page 159, is *"To provide secondary Education to students aged 12 to 17 with a comprehensive educational programme to prepare them for effective performance in the workplace and for further personal development".*

To fulfil that mission statement some existing policies and programmes in relation to the above named problems highlighted in causal analyses should be reviewed. It is believed that the effect of Family Life Education and Guidance Counselling in school has positively impacted upon the incidence of teenage Pregnancy. With Teen Age mothers now returning to school, questions pertaining to financial upkeep of mother and child can and do pose problems for low-income families.

Government is currently reviewing existing policies with a view of formulating new policies and Programmes about Tech Voc Education. One of the anticipated thrusts should be to employ at the level of an Education Officer some one to co-ordinate the many initiatives in Tech Vocational Education.

CHART 5-CAUSAL ANALYSIS OF PROBLEMS:SECONDARY SCHOOL

Manifestations	Immediate Causes	Underlying Causes	Basic Causes	Structural Causes
	Individual, Household Community	Individual, Household Community	Individual, Household Community	Individual, Household Community
Overemphasis on academic curricula to the detriment of tech/vocational education	Insufficient programmes and teachers for tech/vocational in secondary schools	Poor quality of equipment and facilities to intensify programme of tech/vocational education	Semblance of social stigma to tech/vocational education . Historic disaffection	Lack of adequate Buildings
	Institutional/Social Service Provision	Institutional/Social Service Provision	Institutional/Social Service Provision	Institutional/Social Service Provision
Marked Preference for "higher achievers" to pursue academic education.	More prizes and incentives available for students who pursue academic	The multi-purpose workshops in each island cannot accommodate all the students who desire tech/vocational education	Some Tech/vocational education taught at Forms I-III in all High Schools but the Provision is inadequate	Curricula biased in favour of academic education generally teachers are less trained in Tech/vocational than in Academic Subjects

4. REVIEW OF POLICIES PLANS AND PROGRAMMES.

EARLY CHILDHOOD EDUCATION

There is clearly a need for more definitive Policies concerning Day Care Centres and Pre - School Institutions. But first a number of Questions need to be answered. Would an increase in the number of Day Care Centres and Pre-Schools in the long run be an advantage to the Federation based on Educational, Health and Social Criteria? What of the popularization of the bonding of Parents and, Children in the most formative years? On the other hand, when mothers go to work who look after the children from 0- 5 years of Age. What happens to those children? Are the surroundings conducive to their Health? Are incidences of Diarrhoea and other ailments higher among those who are left at home with "nannies" than those who get day time institutional care? Do children who go to Pre-School indeed get an Educational Head Start over those who do not? On the Economic and Social issues who look after the children of Teen Age mothers who return to School? Is there any economic factor involved? What number of children are not able to take up the offer because of economic reasons? Answers to the above and other burning issues should be found in order to give Government a more informed opinion on which Policies and Practices should be based, and in the opinion of the writer, the government should fund or seek funding to undertake the appropriate research.

Above, the reader became aware of the Mission Statement of the Early Childhood Development Unit, namely, to *"Provide high quality care and education for the maximum number of children in their early years of life and facilitate collaboration between the family the community and those who are providing early childhood care and education services in order to prepare children for Primary school and life in general."*

It is quite apparent that if this Mission Statement is to be accomplished that Government would have to Review its Policies and Practices.

Today, women have greater opportunities to find employment outside of the home, and thereby augment their incomes. Furthermore the provision of day-care centres has contributed significantly to this phenomenon. In the Federation there are 69 day-care centres which offer child care at reasonable rates. The government of St. Kitts and Nevis has recently build the Pond's Industrial Site Day Care Centre to cater specifically to the women who work at the Industrial Site.

This centre which was funded by the United States Agency for International Development (USAID) and government can accommodate about 150 children. In 1980 there were eight rural day care centres and nine urban in the Federation. The number increased to seventeen rural and 16 urban in 1985, and in 1992 to 33 rural and 36 urban centres. The data clearly demonstrates that there is a demand for day care centres and that both private individuals and government have responded to the needs of parents.

The Early Childhood Development Unit also plays a key role in ensuring that proper standards are maintained at both the public and private day care centres. Workshops for pre-school teachers and nursery workers are ongoing, and regular visits are made to the various centres to monitor their programmes and practices. The United Nations Children's Fund is a key financier of early childhood programmes.

The UN agency financed the equipment for the new day-care centre at the Pond's Industrial Site and also provides funds for the ongoing training of staff at the centres. The Early Childhood Development Unit also manages a "Better Parenting" programme which is also financed by UNICEF.

The staff at the unit, along with resource persons from other departments informs parents of children attending the day-care centres about effective parenting skills. This programme has been quite successful to date and parents in Cayon, Sandy Point, Old Road and Half Way Tree and Basseterre communities have benefited. Other areas will be targeted in the future.

The introduction of the School Feeding Programme has also alleviated the problem of poor nutrition among low income families. The programme now in its eleventh year has been extended to all government primary schools in the Federation and 600 pre-schoolers in both Government and private centres effective 1994. Students are provided with nutritious lunches so that they can develop strong bodies and minds and make better use of their educational opportunities. In addition, truancy and absenteeism have been reduced since the introduction of the school meals programme.

PRIMARY EDUCATION

The Government has indicated that its objective for Primary Education for 1996, is "
To Provide primary students aged 5 to 12 with the necessary numeracy and literacy skills to facilitate their transfer to secondary education" (St. Christopher and Nevis Estimates, 1996 page 157).

The Government would most likely review its Plans and programmes in order to optimally fulfil its Mission Statement as was expressed in the 1996 Estimates. Since Literacy and Numeracy skills are two important foundation stones on which to build a sound secondary education, requisite programmes which aim at consolidating and extending the current Remedial Reading Programme as well as upgrading the skills of competence of selected teachers of mathematics in the primary schools are indeed such measure would provide more opportunities for diminishing the percentage of students who were ranked as under achievers.

Inclusive of some of the other important programmes should be the equipping, the upgrading or the building of Science laboratories for all Primary Schools, to enable pupils to learn through discovery as a counterpoise to the over reliance on note taking and recall of information.

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5. UNMET NEEDS AND CHALLENGES

EARLY CHILDHOOD EDUCATION

At the moment there is no control built into the cost that Private Providers charge for attendance at Privately owned Pre-Schools and Day Care Centres. Government only owns 9 out of the 29, and 7 out of 48 Pre Schools and Day Care Centres, respectively which are operating in the Federation. The Average Annual fees are E.C. $ 500.00 cts to E.C. $ 1350.00 cts for Attendance at a Government owned and a Privately owned Day Care Centre respectively.

PRIMARY EDUCATION

Considerable brain storming would have to be done in order to decide on possible incentives which could be given to attract and retain male teachers in the Primary Schools without the Government being accused of positively discriminating in favour of the male species.

Intensifying the efforts of the School Attendance Officers in their investigations of between bona fide prolonged absences from school and when students are just being plain truants.

Reflecting upon the peculiar problems and the need for Teacher- Counsellors in the Primary Schools, Selection of officers who could serve as "father figures, role models for male students deserve serious consideration."

A critical but inescapable challenge could be finding funds for a detailed Tracer Study, which compares what happens to respective cohorts of male and female students from Primary right though Secondary School.

Since it is Government Policies to run these institutions in collaboration with the private providers then Government should take the initiative to control prices and or subsidize the costs for salaries, buildings and maintenance of privately owned institutions.

Additionally it should mean more parental education to deal with incidence of children's ailments brought about by unhygienic practices.

The above constitute critical challenges to the Government and People if additional services are to be provided without increased taxes or forced costs on the section of the population who are the least capable of paying. Additional services could be provided in many instances without greater costs. For example some of the rural primary schools have extra class-room space and an extremely low pupil teacher ratio. Government could provide Pre School Education by the utilization of "wasted class room space" and by off setting some of the uneconomical use of "Teacher Resources".

Very importantly a research Programme is needed to provide answers to those burning issues which would help the Government to fulfil optimally the quest of the missions Statement.

Inclusive of the new considerations would be consideration granted to specific skill upgrading programmes to provide job-skill training . More day Care Centres should also be provided for the care of children 0 -3 years when parents are at school or at work.

There is need to encourage a pendulum swing towards Technical/vocational Education to counterbalance the traditional prestige attached to academic education. Certainly the most prestigious jobs of the closing decade of the twentieth Century are in the area of Science and Technology. To this Challenge Government should rise with the necessary human and financial resources.

St. Kitts and Nevis have initiated reforms at national level within the OECS Education Reform Strategy (OERS). This reform strategy is meant to be a mechanism which will help the nations to pursue with regional collaboration those aspects of education which they deem to be national priority. For example, the establishment of performance norms; curriculum development; measurement testing; teacher training, etc. As such the OERS is a regionally located mechanism for supplementing and strengthening but not for replacing the national curriculum.

CHAPTER FOUR :
Child Protection

"State Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child."

Article 19.1 - CRC (emphasis added).

"State Parties shall protect the child against all other forms of exploitation prejudicial to any aspect of the child's welfare." Article 36 - CRC (emphasis added).

Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment... and, as appropriate, for judicial involvement." Article 19.2 - CRC (emphasis added).

"A child temporarily or permanently deprived of his or her family environment, or in whose own best interest cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State."... "State Parties shall in accordance with their national laws ensure alternative care to such a child."

Article 20.1 and 20.2 - CRC (emphasis added).

"State Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse..."

Article 34 - CRC (emphasis added).

"State Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment, or armed conflict. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child." Article 39 - CRC (emphasis added).

"State Parties recognise that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance, and facilitate the child's active participation in the community."

Article 23.1 - CRC (emphasis added).

"State Parties recognise the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's conditions and to the circumstances of the parents and others caring for the child."..."assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development."

Article 23.2 and 23.3 - CRC (emphasis added).

CONCEPTUAL LINKS AMONG:
Convention on the Rights of the Child (CRC)
Year 2000 Goals of the World Summit for Children (WSC)
Convention on the Elimination of all forms of Discrimination Against Women (CEDAW)

	CRC ARTICLES - State Parties shall:		WSC GOALS		CEDAW ARTs	
P	19.1	Protect the child from all forms of physical or mental violence, injury or abuse, neglect, maltreatment or exploitation, including sexual abuse.	8	Improved protection of Children in Especially Difficult Circumstances and elimination of the root causes of this phenomenon.	6	Suppression of all forms of traffic in women and exploitation of prostitution.
R	19.2	Establish social programmes to provide support for the child and for those who have care of the child, as well as other forms of prevention and identification, reporting, referral, investigation, treatment and follow-up of child maltreatment and for judicial involvement.				
O	34	Protect the child from all forms of sexual exploitation and abuse.			11.1	Special protection during pregnancy and function of reproduction.
	32.1	Recognise the child's right to be protected from economic exploitation & any work likely to interfere with the child's education, health, physical, spiritual, moral, social development.				
T	36	Protect the child against all other forms of exploitation prejudicial to any aspect of the child's welfare.			11.2	Protection against loss of employment during pregnancy or maternity leave.
E	37.c	Separate children deprived of liberty from adults.				
	39	Promote physical and psychological recover and social reintegration of a child victim of any form of neglect, exploitation or abuse or any other form of cruel, inhuman or degrading treatment or punishment.				
C	40.4	Make available alternatives to institutional care to ensure that children are dealt with in a manner appropriate to their well-being & proportionate to their circumstances and offence.				
T	20.1	Provide a child deprived of his/her family with special protection and assistance.				
	20.2	Ensure alternative care for such a child.				
I	25	Recognise the right of the child who has been placed for the purpose of care, protection or treatment to a periodic review of the treatment and all other circumstances relevant to his/her placement.				
O	23.1	Recognise that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.				
N	23.2	Recognise the right of the disabled child to special care.				
	23.3	Ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities.				
	33	Protect children from the use, production or trafficking of drugs.				

I. GENERAL PRINCIPLES

Legal Framework

The Federation of St. Kitts and Nevis has enacted a number of specific legislation designed to protect children from different forms of neglect, abuse and abandonment. The legal Framework was detailed in Chapter One above. It is now only necessary to review briefly some of the Organizational and Institutional Responses.

The Establishment of a Juvenile Delinquency Department.

In 1989, as a unit of the St. Christopher and Nevis Police Force, the above Department was launched and staffed by an energetic and dedicated female police officer. This department attempts to enhance the quality of life for family by restoring stability, sensitizing and educating the public about issues and encouraging more reporting of cases involving child abuse.

Working in conjunction with the social Welfare Unit of the Department of Youth and Community Affairs, and with the various schools in the Federation, the Juvenile Delinquency Department has been successful in raising the awareness of the Public. More cases were reported, offenders were brought to justice, and most importantly substantive numbers of adults and children have received counselling.

A Juvenile Magistrate Court.

A Juvenile Magistrate Court functions in the rural and urban areas respectively. The Courts warn, flog or remand offenders to the Harris Home for Boys. The majority of offenders are boys. Some of the more common offences are language /behaviour, vandalism, and breaking and entry into homes. There are also reported cases of violence and illicit drugs.

The Work of Benevolent Societies and Charitable Organizations.
Almost half a century ago Mrs. Neverson, through the Service League established the Child Care Board. After being dormant for about two decades, the Board was revised by Government in August, 1996. The Board comprising a broad based cross section of individuals, under the Chairmanship of Dr. Ian Jacobs, has given to Child Welfare matters a new lease of life. Other institutional responses to which further references would be made are the St. Christopher Children's Home; The St. Vincent De Paul Home for disabled Children and the Harris' Home for boys.

2. ASSESSMENT OF SITUATION AND TRENDS.

2.1 Children at Risk.

There are no generally accepted indices which could clearly establish data for children in Poverty.(Greene, 1994). Certainly a combination of economic, social, health and educational indices may give certain trends. Further, in the case of St. Kitts and Nevis no reliable data base exists which could determine the number of children in poverty. While not pretending that nutrition indices could give such an indication, it would be of interest to note some data which inform of the nutritional status of many of the children reputed to be in the lower social economic status group of our population.

TABLE 4:1
NUTRITIONAL STATUS OF CHILDREN 0-5 YRS ATTENDING CLINICS IN ST. KITTS AND NEVIS 1987-1995.

	Mild to Moderate		Severely Malnourished		
Year	No	%	No	%	Total Assessed
1987	424	21.4	15	0.9	1,977
1988	241	13.3	7	0.4	1,814
1989	151	8.8	3	0.2	1,706
1990	157	8.3	3	0.2	1,881
1991	164	8.1	2	0.1	2,026
1992	142	7.5	3	0.2	1,906
1993	143	7.6	2	0.1	1,897
1994	108	5,9	2	0.1	1,830
1995	190	4.2	10	0.2	4,726

Source: Nutrition Surveillance Unit

However, once those children are able to fend for themselves their nutritional status can improve. Additional research is needed to establish whether there are definitive links between third degree malnutrition and poverty.

No data are available to indicate the number of households with over 2 persons in the room.

2.2 Abused, Neglected and Abandoned Children

TABLE 4.2.
ABUSED, NEGLECTED & ABANDONED, By Sex

Year	Total	M	F
1990	34	11	23
1991	37	18	10
1992	37	18	19
1993	33	10	23
1994	32	15	17
1995	25	10	15

Source: Youth and Community Department 1996.

The Youth and Community Affairs Department has supplied the following data. Based on the data given, over the six year period under review, about 59 percent of the females and 41 percent of the males fall under the category of being abused, neglected and abandoned.

The data from the Police Department on the number of cases which reach them depict that there is a higher incidence of physical and sexual abuse done to female children than male children(70% and 30% respectively) during the six year period under review.

TABLE 4:3
INCIDENTS OF NEGLECTED CHILDREN AS REPORTED BY THE POLICE By Sex

	Children			Staff*		
Year	Total	M	F	M	F	TOTAL
1990	-	-	-	-	1	1
1991	7	2	5	-	1	1
1992	8	4	4	-	1	1
1993	5	2	3	-	1	1
1994	-	-	-	-	1	1
1995	9	3	6	-	1	1

Source : Royal St.Christopher Police Force

TABLE 4.4
INCIDENTS OF ABUSED CHILDREN AS CLASSIFIED BY THE POLICE DEPARTMENT. By Sex

	Children			Staff*		
YEAR	TOTAL	M	F	M	F	TOTAL
1990	5	2	3	-	1	1
1991	14	3	11	-	1	1
1992	18	9	9	-	1	1
1993	15	5	10	-	1	1
1994	4	-	4	-	1	1
1995	10	1	9	-	1	1

Source : Royal St. Christopher Police Force.
**Staff means number of Police officer(s)assigned to investigate the problem.*

According to the above year by year Analysis except for 1992, there were more female children than male children who were neglected by their parents/guardians. In Table A43, of the Statistical Annex, the data will examine the number of Juvenile cases by Gender for a span of fifteen years (1981-1995)both years inclusive.

TABLE 4:5
ST. CHRISTOPHER AND NEVIS ADULTS AND JUVENILES CONVICTED,1981-1992

ADULTS	1981	1992	1995
MALES	1,286	1,260	N.A.
FEMALES	261	71	N.A.
JUVENILES	1981	1992	1995
TOTAL	1,547	1331	N.A.
MALES	20	14	30
FEMALES	6	7	21
TOTAL	26	21	51
TOTAL CONVICTED	1,573	1,352	-

Source : (a) St. Kitts and Nevis Annual Digest of Statistics page 87
(b) Royal St. Christopher and Nevis Police Force.

It is very instructive to note that in the fifteen year period under review, the number of convicted male juvenile delinquents exceeded the females for every year except 1993 and 1994. As an aggregate for the entire fifteen years just about 22 percent of the juvenile offenders were female, which also roughly equates to the percentage of adult female offenders when compared with the adult male convictions over the twelve year period 1981-1992.

The Harris Home for Boys.

In the wake of the economic and social changes which have been taking place in St. Kitts and Nevis for the past two decades, one response of the Government to deal with hardened Juvenile Delinquents was to establish the Harris' Home for Boys in an Agricultural Community. The main objective of the home was the moral and educational rehabilitation of the Attendees, at an early age, so that they could be reunited with their respective families, and in the long run be able to take their places as responsible and reformed adults in their respective communities.

The data above which were given in two different interviews with the Director and the Deputy Director of the Harris' Home seem hardly credible, but each one assured the researcher that the data was based upon their records. The Home has a capacity for 16 occupants, but at the moment is in a run down condition and not well equipped. There is a permanent staff of seven comprising the Director, Deputy Director, 3 house fathers and 2 cooks.

TABLE 4.6
OCCUPANCY OF THE HARRIS HOME FOR BOYS,1986-96.

Year	Occupancy	Year	Occupancy
1986	BURNT		
1987	3	1992	4
1988	5		4
		1993	
1989	4		2
		1994	
1990	3	1995	4
1991	2	1996	3

There is a great imbalance between the ratio of staff to occupants.

The inmates of the Harris' Home normally attend the Saddlers and Tabernacle Primary Schools, and at age 12 are transferred to the Cayon High School, or retained in the senior grades of Saddlers School, if deemed necessary.

2.3 Disabled Children

Due to limitations in the databases, the discussion on the disabled children will be limited to St. Kitts.

- Children attending the Mental Retardation Unit (MRU)
- The School for the Deaf.
- The St. Christopher Children Home
- The St. Vincent De Paul Home.

(a) The idea of placing the (MRU) on the same compound as a normal school was to promote the principle of normalization. At least the children which are drawn from around the entire island of St. Kitts do have some opportunity to mix with other children in a normal school setting.

The children who attend the Unit for the Mentally challenged have varied abilities. They range from the mildly mentally retarded to the severe mentally retarded. The Curriculum therefore seeks to address the needs of each child. In addition to the usual school subjects: Mathematics, Reading, Social Studies and Language, the children are also taught Personal and Social Skills such as dressing, safety signs and how to respond in certain circumstances. Much emphasis is placed on communication, functional mathematics and Reading. This includes practical life experiences such as counting of money, making change, telling the time and recognizing survival words as for example caution and danger.

TABLE 4:7
STUDENTS ATTENDING THE MENTAL RETARDATION UNIT (MRU)

	Students			Teachers		
YEAR	TOTAL	M	F	M	F	TOTAL
1985	31	15	16	0	2	2
1995	38	16	22	0	4	4

Source : Education Department : Unit for the Mentally Retarded

An analysis of the Table seems to depict that over the eleven year period under review (1985 to 1995), both years inclusive, the number of male students who attended the Unit for the Mental Retarded was almost identical with the number of female students. It is also very instructive to observe that all the teachers at the Unit have been females.

Provisions are made for the students with special hearing needs to attend the School for the Deaf located at Horsford Road Basseterre. The Government is responsible for the recruitment, training, promotion and payment of the teachers. The local Red Cross Association has provided the building where the children have been accommodated for the past twenty years. Recently the premises were renovated and extended. The Red Cross also provides lunch, and through its local patron Lady Arrindell, much equipment and learning material have been donated by benevolent benefactors.

Table 4:8
STUDENTS ATTENDING THE SCHOOL FOR THE DEAF

	Students			Teachers		
Year	Total	M	F	M	F	Total
1985	6	2	4	-	1	1
1995	14	6	8	-	3	3

Private Sector Organizations assist considerably. Of special note is the Royal Bank of Canada which donated a School Bus to transport the disabled children to and from School.

During the eleven year period under review, the teachers at the School have all been female. With respect to the students, a trend is discernible whereby during the entire period more females than males with hearing problems were registered. Forty percent of the students were males and 60 percent were females.

The St. Christopher Children's Home.

This home currently located at Fortlands Basseterre, was officially opened January 20, 1950, with two boys and two girls. In the over four decades of its existence, the enrollment on some occasions particularly in the 1960s peaked to 34. The number of persons accommodated at the home during the past decade fluctuated between 25 and 34. As of January 1996 its occupancy comprised 15 males and 14 females, whose ages vary from 3 years to 18 years.

The Government 's representative on the Board is always an employee in the Ministry of Community Affairs. Other members are from various private sector organizations. Government is the main financier and provides annual grants, Health Services, Electricity, Water, and maintenance through the Public Works Department. The Home is staffed by 4, including the devoted matron who was there from its inception.

The Welfare Department, the Police Department and the Hospital usually recommend placements to this Home for consideration of the Board of Directors comprising 10 to 12 members. The main referrals are orphans, the homeless, abused, abandoned and neglected children.

The children mainly attend the two Government Primary Schools which are the nearest to the House, and at age 12 these Students are transferred to the Basseterre Junior High School and then to the Senior High School. Some of the youths have emerged from the Home and schools, reasonably well qualified to hold blue and white collar jobs and then set up their own independent households.

The St. Vincent De Paul Home for Children.

This home was founded in 1983 by Mrs Agnes Skerrit who was prompted by the plight of disabled and abandoned children in the community. Within the first five years of its existence it had an occupancy of 17 children. Commencing on rented premises in the Boyds Community, the home is now located in Cardin Avenue opposite the St. Christopher's Children Home. It currently accommodates seven children, and is the recipient of periodic visits, gifts and monetary grants from charitable religious and economic organizations.

The main occupants have been children who have been victims of multiple handicaps-Downs Syndrome, cerebral palsy-orphans, and others who were abandoned by their parents for various forms of deformities, the physically challenged and even an AIDS baby. The children who can, attend the nearest Government Schools including the MRU. Many eventually are allowed to spend "week-ends" with parents/guardians, when the latter learn to accept the children. Some also return home on a permanent basis. The Home is staffed by three,-The House Mother, a cook and a helper. The vision of the proprietor is to obtain land on which to build a bigger home, better equipped and with modern facilities to cope with existing (and anticipated demands), which currently cannot be met.

2.4 Drug Abuse.

There are no reliable data pertaining to the number of children trafficking in drugs. However reliable evidence indicated that the number of convictions for the possession of illegal drugs among the adult population peaked in 1983, then subsided somewhat and started a gradual climb during the 1990s. The statistics are given here because of the far reaching economic, social and moral consequences of illegal drugs in a community and also to under-score the need for vigilance, tight security and education concerning substance abuse in the schools of the Federation.

TABLE 4:9
ADULTS CONVICTED OF DANGEROUS DRUGS /1983-1992

	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992
MALE	43	19	18	20	9	24	27	35	39	34
FEMALE	3	0	1	0	1	2	6	4	1	0
ALL NATIONAL CRIMES	1,534	1,401	1,330	1,398	945	1,208	1,255	1,089	848	1,331
% DRUG RELATED.	2.99	4.7	1.41	1.43	1.05	2.15	0.12	3.58	4.71.	2.5

In the Table above for the ten year period under review approximately 94 percent of the convicted cases for drug offences were males and 6 percent were females

The implications are that the boys who are attending schools have to be given specific education and counselling services if the trend is to be arrested before they reach Adulthood.

There is an apparent paradox in the data, for while apparently mothers tend to be over protective of their daughters, some tables reveal that there is a higher incidence of abused and abandoned children among females than their male counterparts. There is a prevailing belief that many of the incidents of child abuse are done by close relatives, who later gain sympathy and protection from close relatives and friends.

Hence the vicious circle of little legal proceeding, non admission of guilt by adult perpetrators of crime, and no scope for seeking or wanting counselling or medical help. Table 4.3 also show that a relatively higher percentage of girls than boys are also neglected by their parents or guardians. There is also the prevailing assumption that many of the cases where mothers have neglected children were derived from unwanted pregnancies.

On the other hand the majority of convicted juveniles were males as shown at Table 4.9 while only about 22 percent of all convicted juveniles were females. There is in a fact a Harris Home for boys, but no similar institution for girls.

3. UNMET NEEDS AND NEW CHALLENGES.

The tremendous challenge which face the government would be to harness additional human and financial resources to provide for the very critical needs of the above named unfortunate victims.

Government is endeavouring to involve the private sector more in its bid to reduce the incidence of abuse. The Richmond Fellowship Foundation is seeking financial assistance from UNICEF for the establishment of a treatment centre for abused women children. Such a centre would pre-empt the need for abused persons having to be returned immediately to the home in which they were abused. The potential of the Harris Home for Boys have not been fully developed, and in fact is top heavy with staff in proportion to the occupancy of the Home.

PRIORITIES FOR ACTION

PRIORITIES FOR ACTION

1.Efforts be made to provide women with training in:-

- Marketable skills to enable them to become more involved in the development process.
- The administrative and financial aspects of business.
- To upgrade their basic skills.
- Leadership to enable them to assume more responsibilities in the work place.

2. Conduct seminars for women at all levels of the socio-economic strata. Such seminars should focus on improving self-esteem and aim at helping women to control their own lives.

3. Family life training programme for teachers at all levels of the education system be conducted annually, to enable the teachers to better implement the contents of the course.

4. National policy for abused women and children be developed:-

- Temporary shelter be established.
- Training be provided for community/social workers/police in dealing with the problem.
- Laws be enacted to protect abused women and children from abuse.

5. Ministry of Women's Affairs become more active in promoting itself and influencing policies and programmes designed to further the advancement of women in society.

6. The establishment of a day centre(s) for the aged should be given careful consideration.

7. Every attempt should be made to chlorinate drinking water throughout the country.

8. The project for improving solid and liquid waste be implemented as speedily as possible.

9. Ministry of Health examines the possible relationship between gastroenteritis and the waste disposal situation in the Federation.

10. A national food handling campaign be conducted with the specific aim of reducing the cases of gastroenteritis.

11. The program being implemented to improve the standards of staff involved in early childhood development be expanded.

12. The public be made more aware of the importance of primary health care.

13. Policies and programmes be implemented to reduce the income differential between men and women.

14. A national organisation of community groups be established so that an interchange of ideas and support for the family may be strengthened.

15. Financing be obtained to continue the vaccination of children, women and health workers with the Hepatitis B vaccine. Expand the programme to include the 9-11 year old purchase the sophisticated equipment required in the hospital which will contribute to the reduction in Perinatal and neonatal deaths. Recruit and train staff to operate the equipment and provide the specialist care.

16. An increased programme of health education aimed at reducing the level of teenage pregnancy in the Federation.

17. All legislation pertaining to the welfare of children and their families to be consolidated, updated and rationalized and implement of effective mechanisms to ensure proper enactment of laws.

18. The formulation and implementation of a Policy for caring for children with special needs.

19. Formulation and implementation of a policy dealing with the issues of teen mothers.

20. Formulation and enactment of the necessary policies to guarantee high quality pre-school education to all children between the ages of 3 and 5 years.

Preschool Institutions

If the principles of equality , equity and access are to be adhered to as national norms , then at the Pre-School level Government Subsidies to all Private Pre-Schools should be enacted, to ensure that these Pre-Schools meet minimum national norms established by the Board for Early Childhood Education.

The avowed Policy of Government to promote Pre-School Education in partnership with the Private Sector (organizations or individuals) is laudable indeed. However, it should be recalled that while the number of Government owned Pre -schools have moved from 5 to 7 within the last decade, the number of Private schools have moved from 34 to 41 with enrollments that have almost doubled.

The data also show that the conditions under which several of the private pre-schools operate have not significantly improved within the decade under review. In the Private Pre-schools the ratio of formally trained to untrained teachers is less than desirable, though the most redeeming feature of this situation is that the all the private pre-school teachers attend the government organized In Service training programmes regularly.

At the same time there is growing parental demand for more Pre-schools from both Government and the Private Sector, but many parents are unable to meet private sector fees. To the extent that the 1996 Budget addressed the intention of Government to build Day Care Centres in Newtown and Dieppe Bay under the Basic Education Project to be funded by CDB, Government to upgrade the Day Care Centre in New Town and construct new accommodations for the Day Care/Pre-school at Dieppe Bay.

Given also the fact that an increase in the qualifications of Private Pre-school teachers and / or improvement in the facilities and of equipment could lead to yet higher fees, serious consideration ought to be given to grants or subsidies by Government to Private Pre-schools. This measure may prove more cost effective than Government assuming full responsibility for more Pre-Schools since, understandably so, Government only charges nominal fees for attendance at Pre-schools.

Primary Schools.

At the national level the Pupil/Teacher Ratio in Primary Schools is generally very satisfactory. However, initiatives have to be undertaken to ensure that in the larger Primary Schools imbalances are not perpetuated in the relative sizes of the classes which need remedial teaching when compared with those classes which have the more academically gifted students.

Additionally, since it was noted that drop-out rates, notably among boys, are creeping into the Primary Schools, Government could (without spending more for the employment of additional teachers) deploy some of the existing primary schools' male teachers to function as teacher counsellors for male students especially.

With twenty years experience in the Test of Standards, St. Kitts and Nevis should undertake a publication for the benefit of the OECS region and be a pace setter rather than a pace taker on these and related matters.

Data on the remedial Centre was presented above.
The influx of non-Kittitian children by birth as well as the return of native children from abroad who frequently experienced lapse in their schooling will in the long run intensify the need for remedial reading centres in the Primary Schools. A national Reading Survey should be mounted as a matter of urgency to ascertain more accurately the nature of the reading problem in order to strengthen and to develop further, the present initiatives aimed at ensuring that all primary school children are functionally literate.
St.Kitts and Nevis has considerable experience in the Establishment of Reading Centres in Primary Schools. Opportunities to share the wealth of this experience are both necessary and desirable by the production of local Reading Texts for Slow learners.

The data are self explanatory, and deserve a brief comment. It seems that national strategies aimed at greater motivation for males in the Primary and Secondary Schools are required. (a) Attract more males in the teaching service to improve the male and female teacher ratio.

To address the principle of equality men should take a greater share in the domestic chores and the "child-minding functions of the family" Long Distance Education and Home Study programmes to assist females who cannot avoid being away from Home for long periods.

Additionally, the Remedial reading Centres should be extended or worked in conjunction with school Libraries to function as Reading Resource Centres which would attract even the "gifted readers" to further develop their reading and research skills.

Student Achievement And Over Emphasis On Lower Order Questions.

It was noted that students performed relatively better on Recall Questions, but on higher order questions, for example science questions which use enquiry techniques, concepts relationships and application of knowledge, their performance leave very much to be desired. The implications are that teaching style of teachers have to be addressed, and the equipment and facilities be given to encourage students to learn by discovery and to, synthesize and analyze information. Teaching strategies which rely less on sheer note taking and rote learning could lead children to experience the satisfying joy of achievement on higher order questioning also.

Education And The World Of Work.

The Government has indicated in its mission statement that secondary education should prepare school leavers for the world of work. To meet this objective a renewed and more innovative approach has to be initiated to the overall programme of technical and vocational education in the Federation. There is need for revised policy, greater emphasis of linking programmes and projects to the need of industry and commerce; upgrading of staff and equipment, and utilising more of the modern technology in the teaching of technical and vocational education. Further in the age of science and Technology the requisite resources have to put in place and definitive efforts made to ensure that more children pursue science at the fifth form level, particularly in the area of physics and computer science and technology. Additionally there is need for more synthesis and co-ordination of the various technical and vocational Education strategies which are enacted at different levels of the education system. The Time is ripe for the appointment of an education officer for technical/vocational education.

STATISTICAL ANNEX

TABLE A1
CENSUS DATA 1970-1991

YEAR	POPULATION	ANNUAL GROWTH (%)
1970	44,884	-
1980	43,309	-0.04
1991	40,618	-0.06

Source : Statistical Section Planning Unit

Table A2
POPULATION 15 YEARS AND OVER BY AGE GROUP, SEX AND MAIN ACTIVITY PAST 12 MONTHS
ST. KITTS & NEVIS 1991 POPULATION CENSUS

Age	Total	Worked	Had Job Did Not Work	Looked For Work	Wanted Work & Avail.	Home Duties	Attended School	Retired	Disabled /Unable To Work	Other	Not Stated
Sexes	26,698	16,795	96	672	151	3,185	2,341	1,987	952	250	269
15-19	3,946	1,231	13	190	40	223	2,152	-	20	48	29
20-24	3,503	2,812	20	162	42	253	101	-	18	42	53
25-29	3,486	2,893	15	99	18	289	54	-	34	38	46
30-34	3,251	2,761	13	77	19	281	18	-	32	28	22
35-39	2,564	2,153	12	42	14	257	9	-	28	19	30
40-44	1,514	1,283	5	20	4	159	1	5	14	11	12
45-49	1,176	923	4	18	3	172	2	11	21	15	7
50-54	1,077	752	3	17	4	206	1	42	32	9	11
55-59	1,039	654	2	13	1	217	-	74	54	8	16
60-64	1,150	563	3	14	1	295	1	197	62	4	10
65 +	3,986	770	6	20	5	833	2	1,655	636	28	31
Not Stated	6	-	-	-	-	-	-	3	1	-	2

Age	Total	Worked	Had job, did not work	Looked for work	Wanted work & avail.	Home duties	Attended school	Retired	Disabled /unable to work	Other	Not stated
M	12,896	9,469	60	311	82	210	1,110	981	392	130	151
15-19	1,973	739	7	90	26	27	1,027	-	11	24	22
20-24	1,766	1,555	10	71	21	11	42	-	10	17	29
25-29	1,732	1,570	11	35	10	16	23	-	21	21	25
30-34	1,586	1,448	8	36	7	12	7	-	23	15	12
35-39	1,286	1,178	9	23	7	14	6	-	16	14	19
40-44	782	744	2	10	2	7	1	3	6	3	4
45-49	576	527	2	10	2	6	2	6	9	9	3
50-54	486	426	2	8	1	9	1	16	14	5	4
55-59	482	386	2	6	1	9	-	34	31	4	9
60-64	502	362	2	8	1	17	1	73	30	3	5
65 +	1,740	534	5	14	4	82	-	848	221	15	17
Not Stated	3	-	-	-	-	-	-	1	-	-	2

F	13,802	7,326	36	361	69	2,975	1,231	1,006	560	120	118
15-19	1,973	492	6	100	14	196	1,125	-	9	24	7
20-24	1,737	1,257	10	91	21	242	59	-	8	25	24
26-29	1,754	1,323	4	64	8	273	31	-	13	17	21
30-34	1,683	1,313	5	41	12	269	11	-	9	13	10
35-39	1,278	975	3	19	7	243	3	-	12	5	11
40-44	732	539	3	10	2	152	-	2	8	8	8
45-49	600	396	2	8	1	166	-	5	12	6	4
50-54	591	326	1	9	3	197	-	26	18	4	7
55-59	557	268	-	7	-	208	-	40	23	4	7
60-64	648	201	1	6	-	278	-	124	32	1	5
65 +	2,246	236	1	6	1	751	2	807	415	13	14
Not Stated	3	-	-	-	-	-	-	2	1	-	-

Source: St. Kitts And Nevis Annual Digest Of Statistics Pages

TABLE A3
CRUDE BIRTH RATE
1981-1993

YEAR	BIRTHS	C.B.R
1981	1,137	25.9
1982	1,307	29.2
1983	1,093	23.9
1984	1,115	24.9
1985	1,026	23.3
1986	1,007	23.0
1987	947	21.8
1988	944	21.3
1989	989	23.6
1990	966	23.1
1991	915	22.30
1992	842	19.73
1993	849	19.51

Source :Statistical Section Planning Unit

Table A. 4
DEPENDENCY RATIOS IN ST KITTS AND NEVIS

	CHILD			AGED			TOTAL		
YEAR	SK	NEVIS	TOTAL	SK	NEVIS	TOTAL	SK	NEVIS	TOTAL
1970	108.7	114.1	110.02	14.7	20.00	15.94	123.4	134.1	125.97
1980	70.00	71.1	70.26	16.00	25.4	17.97	86.00	96.5	88.23
1982	64.4	63.9	64.28	15.3	24.9	17.19	79.7	88.8	81.47
1985	60.6	58.00	60.07	15.3	22.6	16.85	75.9	80.6	76.92
1986	60.4	56.5	59.57	15.2	21.6	16.57	75.6	78.1	76.14
1988	56.5	49.5	54.93	15.2	19.3	16.15	71.7	68.8	71.09
1989	60.4	45.1	56.49	16.6	18.3	17.04	77.00	63.4	73.53
1990	59.00	47.9	56.37	16.6	17.3	16.79	75.7	65.2	73.16
1991	64.5	50.8	61.41	15.9	21.4	17.16	80.4	71.2	78.57
1992	57.3	50.3	56.2	14.7	22.00	16.16	72.2	72.8	72.33

Source : Statistical Section : Planning Unit

TABLE A.5
POPULATION DENSITY BY AREA
(PER SQ. KM)

PARISH	1970	1980	1991
ST. KITTS	191	192	181
ST. GEORGE'S	478	492	435
ST. ANNE'S	257	244	228
ST. JOHN'S	136	126	117
ST. THOMAS'	89	92	92
CHRIST CHURCH	111	106	88
HOLY TRINITY	68	74	80
ST. PETER'S	114	118	127
ST. PAUL'S	148	149	102
ST. MARY'S	222	217	213
NEVIS	119	101	94
ST. PAUL'S	414	351	399
ST. GEORGE'S	148	123	112
ST. THOMAS'	117	148	88
ST. JAMES'	67	54	47
ST. JOHN'S	122	103	102
ST. KITTS & NEVIS	167	161	151

Source: Statistical Section: Planning Unit

TABLE A6
POPULATION BY PARISH, SEX & AGE GROUP
1991 POPULATION CENSUS

	TOTAL		UNDER 4		4-14		15-44		45-65		65 & OVER	
ST KITTS	M	F	M	F	M	F	M	F	M	F	M	F
ST.GEORGE	6,012	6,593	636	662	1,316	1,386	2,832	2,970	706	842	522	733
ST. PAUL	1,014	1,116	153	148	304	303	414	480	84	108	59	77
ST.ANNE	1,574	1,503	226	190	413	344	671	652	137	153	127	164
ST.THOMAS	1,142	1,115	156	117	286	290	510	493	101	102	89	113
TRINITY	660	590	70	68	166	142	321	269	63	59	40	52
CH.CH.	847	817	82	107	214	189	394	347	84	85	73	89
ST. JOHN	1,473	1,463	179	182	386	365	667	641	120	140	121	135
ST.MARY	1,639	1,610	201	193	436	401	724	717	133	156	145	143
ST.PETER	1,320	1,336	174	147	341	356	589	590	136	141	80	102
TOTAL	15,681	16,143	1,877	1,814	3,862	3,776	7,122	7,159	1,564	1,786	1,256	1,608

	TOTAL		UNDER 4		4-14		15-44		45-65		65 & OVER	
NEVIS	M	F	M	F	M	F	M	F	M	F	M	F
ST. PAUL	730	681	82	52	154	124	358	319	73	98	63	88
ST. JOHN	1,036	1,155	110	116	206	230	470	518	129	142	121	149
ST. GEORGE	997	1,089	99	106	203	206	457	461	114	148	124	168
ST. THOMAS	763	850	82	95	167	166	352	365	89	115	73	109
ST. JAMES	726	767	57	61	138	137	348	335	77	107	106	127
TOTAL	4,252	4,542	430	430	868	863	1,985	1,998	482	610	487	641

Source : Statistical Section Planning Unit

TABLE A7
ST. KITTS & NEVIS LIVE BIRTHS BY AGE OF MOTHER

AGE	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993
10 14	8	9	5	7	4	5	6	3	5	2	5	7
15 - 19	353	257	286	210	230	175	177	198	160	163	161	137
20 - 24	459	404	382	338	307	300	285	272	302	246	219	238
25 - 29	295	276	268	287	270	284	262	273	241	250	224	216
30 - 34	119	89	112	120	131	139	152	159	183	156	164	158
35 - 39	50	40	48	48	44	38	53	62	59	89	60	81
40 - 44	14	16	13	16	17	6	8	7	6	8	9	12
45+	3	1	0	0	3	0	1	0	1	1	0	0
Unknown	6	1	1	0	1	0	0	15	9	0	0	0
TOTAL	1,307	1,093	1,115	1,026	1,007	947	944	989	966	915	842	849

Source : Statistical Section Planning Unit

TABLE A8
LIVE BIRTHS BY AGE OF MOTHER AND ORDER OF BIRTH
ST KITTS & NEVIS 1992

		LIVE BIRTH ORDER											
AGE	TOTAL	1	2	3	4	5	6	7	8	9	10	11	12+
10 14	5	4	1	0	0	0	0	0	0	0	0	0	0
15 - 19	161	103	47	10	0	1	0	0	0	0	0	0	0
20 - 24	219	66	68	50	19	8	6	1	1	0	0	0	0
25 - 29	224	42	44	50	37	22	15	4	7	0	1	2	0
30 - 34	164	13	29	26	24	23	14	20	7	5	1	1	1
35 - 39	60	5	4	10	7	14	5	3	8	1	2	1	0
40 - 44	9	0	0	0	0	1	1	2	1	1	2	0	1
45+	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	842	233	193	146	87	69	41	30	24	7	6	4	2

Source: Statistical section: Planning Unit

TABLE A9
LIVE BIRTHS BY AGE OF MOTHER AND ORDER OF BIRTH
ST. KITTS & NEVIS 1993

		LIVE BIRTH ORDER											
AGE	TOTAL	1	2	3	4	5	6	7	8	9	10	11	12+
10 14	7	7	0	0	0	0	0	0	0	0	0	0	0
15 - 19	137	88	42	6	1	0	0	0	0	0	0	0	0
20 - 24	238	73	74	56	23	6	5	1	0	0	0	0	0
25 - 29	216	29	57	36	36	25	18	11	3	1	0	0	0
30 - 34	158	12	32	28	21	18	21	15	6	3	2	0	0
35 - 39	81	3	6	11	11	12	14	11	6	5	1	1	0
40 - 44	12	1	0	1	0	0	3	1	4	0	1	0	1
45+	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	849	213	211	138	92	61	61	39	19	9	4	1	1

Source: Statistical section: Planning Unit

TABLE A10
AGE SPECIFIC FERTILITY RATES BY AGE GROUP
ST. KITTS & NEVIS 1981 - 1990

	AGE GROUP						
Year	15 - 19	20 - 24	25 - 29	30 - 34	35 - 39	40 - 45	45 - 49
1981	131.0	178.1	153.7	98.0	68.6	23.7	0.0
1982	122.6	172.3	147.8	84.7	56.9	21.1	0.0
1983	123.1	174.9	142.3	0.1	51.5	20.6	0.0
1984	121.5	169.5	156.3	77.0	48.6	0.0	0.0
1985	107.7	166.4	163.5	75.3	45.6	19.2	0.0
1986	106.9	163.6	169.8	87.1	46.1	19.5	1.4
1987	96.8	159.9	171.8	98.5	39.8	15.7	0.0
1988	96.6	160.5	166.9	98.6	34.4	9.9	1.2
1989	109.1	160.5	232.8	130.6	51.6	7.2	0.0
1990	88.8	181.5	186.9	150.4	47.6	6.1	1.3

Source: Statistical section: Planning unit

TABLE A11
DISTRIBUTION OF POPULATION, WOMEN & CHILDREN
SELECTED AGE GROUPS ST. KITTS & NEVIS, 1983 - 1993

	0-4			0-15			15-44
YEAR	M	F	TOTAL	M	F	TOTAL	F
1983	2,787	2,695	5,482	5,390	4,345	9,735	13,019
1984	2,688	2,598	5,286	5,107	5,018	10,125	12,634
1985	2,596	2,596	5,192	4,884	4,840	9,724	12,364
1986	2,535	2,490	5,025	4,938	4,764	9,702	11,974
1987	2,561	2,388	4,949	4,905	4,688	9,593	11,895
1988	2,574	2,308	4,882	4,926	4,482	9,408	12,382
1989	2,475	2,266	4,741	4,741	4,196	8,937	11,162
1990	2,470	2,261	4,731	4,605	4,271	8,876	11,305
1991	2,307	2,244	4,551	4,370	4,639	9,009	13,802
1992	2,390	2,219	4,609	4,651	4,651	9,302	12,716
1993	2,394	2,132	4,526	4,657	4,570	9,227	12,838

SOURCE: Statistical Section: Planning Unit

TABLE A12
YOUTH SKILLS TRAINING PROJECT, ENROLLMENT BY SEX & RESIDENCE

		SEX		RESIDENCE	
MODULE AREA	No.	M	F	URBAN	RURAL
DRESSMAKING	20	-	20	10	10
FOOD PREPARATION SERVICE	10	-	10	-	10
AUTO-MECHANICS	16	14	2	7	9
CAKE DECORATING	25	-	25	-	25
FOOD PRESERVATION	9	-	9	-	9
BASKET/STRAW WORK	7	-	7	-	7
T-SHIRT/JEWELRY DESIGN	8	3	5	6	2
LIBRARY STUDIES	8	2	6	6	2
COMPUTER TRAINING	14	7	7	4	10
SIGN PAINTING	4	4	-	4	-
OUTBOARD MOTORS	7	7	-	1	6
SECRETARIAL DUTIES	16	-	16	8	8
HOTEL TRADES	24	4	20	11	13
CONSTRUCTION	14	14	-	5	9
BASIC ELECTRICITY	19	18	1	10	9
TOTAL	201	73	128	72	129

Source : Department of Education: Youth Skills Training Project

TABLE A13
ST.KITTS & NEVIS GDP AT CONSTANT PRICES,1983-1993

YEAR	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993
GDP (EC$M)	88.72	96.72	102.11	108.4	116.43	127.83	136.42	140.52	145.94	150.37	157.14
GROWTH RATE (%)	9.02	5.57	6.16	7.41	9.79	6.72	3.01	3.01	3.86	3.5	5.00

Source : Statistical Section Planning unit

TABLE A.14
ST.KITTS & NEVIS PERCENT CONTRIBUTION TO GDP BY ECONOMIC ACTIVITY AT FACTOR COST IN CONSTANT PRICES,1984-94

	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
AGRICULTURE	12.40	11.48	10.48	10.00	9.61	8.60	6.85	7.57	7.27	7.45	6.87
SUGARCANE	7.29	6.08	5.67	5.28	5.01	4.37	2.83	3.55	3.13	3.27	2.59
CROPS (OTHER)	1.21	1.31	1.25	1.29	1.35	1.30	1.02	1.01	1.13	1.20	1.30
LIVESTOCK	2.13	2.33	1.65	1.61	1.52	1.46	1.49	1.49	1.49	1.46	1.45
FORESTRY	0.08	0.09	0.09	0.09	0.09	0.10	0.10	0.10	0.11	0.11	0.11
FISHING	1.69	1.66	1.81	1.72	1.64	1.37	1.41	1.41	1.42	1.41	1.42
MINING & QUARRY	0.27	0.28	0.30	0.32	0.54	0.54	0.70	0.61	0.59	0.61	0.59
MANUFACTURING	13.60	12.18	12.42	11.36	10.70	10.15	8.60	8.30	8.31	8.12	7.78
SUGAR	6.76	5.55	5.54	4.58	4.22	3.83	2.22	2.73	2.83	2.84	2.56
OTHER	6.83	6.63	6.87	6.79	6.49	6.32	6.38	5.56	5.48	5.27	5.22
ELEC. & WATER	1.11	1.14	1.17	1.17	1.17	1.13	1.20	1.29	1.38	1.40	1.44
CONSTRUCTION	9.02	9.61	9.50	10.71	13.46	13.30	14.20	12.36	12.00	13.32	12.12
W/SALE/RETAIL	12.71	13.52	13.38	13.58	13.23	16.08	15.81	15.49	15.14	15.42	15.70
HOTELS & REST.	3.80	4.54	5.74	6.52	5.99	5.54	5.63	6.25	6.65	6.31	6.75
TRANSPORT	5.57	5.67	5.86	6.04	5.88	5.84	6.01	6.40	6.55	6.58	6.71
ROAD	4.09	4.10	4.02	4.07	3.97	3.90	4.08	4.56	4.71	4.66	4.70
SEA	0.63	0.67	0.83	0.89	0.86	0.89	0.85	0.75	0.76	0.84	0.85
AIR	0.85	0.90	1.01	1.07	1.06	1.06	1.07	1.08	1.08	1.08	1.16
COMMUNICATION	5.26	5.55	6.82	7.03	9.02	9.79	11.53	12.64	12.85	13.50	14.01
BANKS & INSURANCE	5.75	5.72	5.92	5.79	5.54	5.68	5.63	5.70	6.24	6.34	6.51
REAL EST.&HOUSING	6.00	5.91	5.73	5.44	5.05	4.85	4.85	4.81	4.81	4.70	4.67
GOV'T SERVICES	23.16	23.03	21.52	20.95	19.28	18.76	19.12	18.81	18.54	17.74	17.51
OTHER SERVICES	5.12	5.09	5.04	4.88	4.31	4.16	4.16	4.12	4.11	4.01	3.96
LESS IMPUTED CHG	3.75	3.73	3.87	3.78	3.78	4.41	4.29	4.34	4.42	4.50	4.62
TOTAL	100	100	100	100	100	100	100	100	100	100	100

Source : Economic Planning Section : Planning Section

TABLE A.15
SUMMARY OF INTERNATIONAL TRADE
ST.KITTS & NEVIS,1987-1992

	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992
TOTAL IMPORTS (EC$M)	128.8	119.8	133.7	140.1	138.6	169.8	214.6	251.5	276.7	299.00	297.8	258.2
TOTAL DOM. EXP. (EC$M)	60.5	46.5	47.1	52.6	48.9	67.9	71.6	69.6	68.3	65.8	65.8	65.1
TOTAL RE-EXP. (EC$M)	5.00	4.3	2.7	1.8	6.1	4.3	3.9	4.5	8.9	8.9	8.4	5.5
BALANCE OF TRADE (EC$M)	-63.3	-69	-88.9	-85.7	-83.6	-101.9	-139.1	-177.4	-199.5	-224.3	-223.6	-187.6
FOOD (%OF TOTAL IMP.)	19.5	20.6	18.3	19.8	21.3	18.00	15.5	15.5	14.6	15.1	16.7	17.7
MACHINERY(%OF TOTAL IMP.)	20.5	18.9	19.2	19.8	20.1	23.2	29.6	32.1	32.9	29.4	23.4	28.8
SUGAR (% OF DOM. EXP.)	65.8	35.3	66.1	58.00	52.00	40.00	32.3	34.1	40.3	23.7	25.8	31.8

Source : Statistical Section Planning Unit

TABLE A16
ST.KITTS AND NEVIS FISCAL BALANCES, EC$M) 1991-1996

ITEM	1991	1992	1993	1994	1995*	1996*
RECURRENT REVENUE	11,9.87	13,7.99	15,7.19	16,9.12	14,9.13	16,5.88
RECURRENT EXPENDITURE	12,7.47	13,5.44	14,8.03	17,5.96	14,2.09	15,8.46
RECURRENT ACCOUNT BALANCE	-7.60	2.55	9.16	-6.84	7.04	7.42
CAPITAL REVENUE	28.46	7.08	15.47	9.11	139.91	104.67
CAPITAL EXPENDITURE	16.82	14.50	23.02	22.92	135.40	112.10
CAPITAL BALANCE	11.64	-7.42	-7.55	-13.81	4.51	-7.43
TOTAL SURPLUS/DEFICIT	4.04	-4.87	1.61	-20.65	11.55	-0.01
RECURRENT REVENUE AS % OF CURRENT GDP	31.60	32.80	34.90	34.50	0.00	0.00
RECURRENT EXPENDITURE AS % OF CURRENT GDP	33.60	32.20	32.80	35.90	0.00	0.00

Source : Statistics Section : Planning Unit Note: ESTIMATES*

TABLE A17
INFANT MORTALITY RATE
ST.KITTS & NEVIS, 1978-1994

YEAR ENDING	MALE	FEMALE	TOTAL	I.M.R
1978	24	20	44	41.5
1979	32	28	60	49.5
1980	31	31	62	53
1981	33	19	52	45.7
1982	31	25	56	42.8
1983	29	16	45	41.2
1984	16	15	21	27.8
1985	16	15	31	30.2
1986	21	19	40	39.7
1987	13	8	21	22.7
1988	17	6	23	24.4
1989	15	7	22	22.2
1990	10	9	19	19.7
1991	8	8	16	17.5
1992	12	8	20	23.8
1993	11	8	19	22.4
1994	13	9	22	24.2

Source : Health Inform. Centre Nutrition Surveillance Unit

TABLE A18
STILL BIRTHS, ST.KITTS & NEVIS
1978-1994

YEAR	MALE	FEMALE	TOTAL
1978	15	16	28
1979	17	18	35
1980	20	18	38
1981	17	13	30
1982	12	14	26
1983	8	12	20
1984	9	7	16
1985	13	15	28
1986	4	10	14
1987	8	8	16
1988	15	6	21
1989	13	11	24
1990	8	10	18
1991	14	10	24
1992	9	9	18
1993	8	14	22
1994	10	7	17

Source: Health Information Centre
Nutritional Surveillance Unit

TABLE A19
NEONATAL
MORTALITY RATE
1978-1994

YEAR	N.N.M.R
1978	22.66
1979	23.12
1980	27.35
1981	29.02
1982	26.01
1983	20.13
1984	18.83
1985	20.47
1986	28.80
1987	16.90
1988	15.89
1989	5.06
1990	19.66
1991	13.11
1992	16.93
1993	23.6
1994	19.8

Source: Health
Information Centre
Nutrition Surveillance Unit

TABLE A20
PEDIATRIC REPORTS BY CAUSES, 1990-95

CAUSES	1990	1991	1992	1993	1994	1995
MALNUTRITION	16	24	31	28	33	27
GASTROENTERITIS	508	537	566	305	199	419
ACUTE RESPIRATORY INFECTION	-	-	-	-	21	67
NEONATAL IMPILIGO	-	-	-	-	-	18
DIARRHEA	-	-	12	-	5	10
MUMPS	31	22	2	-	2	2
DENGUE FEVER	-	-	-	-	5	11
VOMITING	-	-	-	-	-	22
CONJUNCTIVITIS	-	2	27	-	4	6
INFLUENZA	44	14	-	-	-	-
MEASLES	94	4	-	-	2	-
CHICKEN POX	1	13	8	19	20	1
MENINGITIS	-	-	-	-	4	-
FLACID PARALYSIS	-	-	-	-	1	-
TOTAL	694	616	646	362	296	583

Source: Nutrition Surveillance Unit

Table A21
NUMBER OF DAY CARE CENTRES/PRE-SCHOOL BY TYPE
ST. KITTS AND NEVIS, 1986-95

	NO.INSTITUTIONS				AVG.ANNUAL FEES(EC$)			
	DAY CARE		PRE-SCHOOL		DAY CARE		PRE-SCHOOL	
YEAR	PUB.	PRIV.	PUB.	PRI.	PUB.	PRI.	PUB.	PRI.
1986	6	3	5	34	250	1,250	250	450
1987	6	3	5	34	250	1,250	250	450
1988	6	5	5	35	250	1,250	250	450
1989	6	6	6	34	250	1,150	250	750
1990	6	5	6	39	250	1,150	250	1000
1991	7	8	6	39	250	1,600	250	1000
1992	7	14	6	41	500	1,250	500	1250
1993	9	19	7	39	500	1,350	500	1250
1994	9	20	7	41	500	1,350	500	1250
1995	9	20	7	41	500	1,350	500	1250

Source Department of Education, Early Child Unit.

Table A22
DAY CARE AND PRESCHOOL CENTRES: Staff and Teachers/ Child ratios
IN ST.KITTS AND NEVIS

	GOVERNMENT INSTITUTIONS				PRIVATE INSTITUTIONS			
	DAY CARE		PRE-SCHOOL		DAY CARE		PRE-SCHOOL	
Year	Staff	Children	Teachers	Children	Staff	Children	Teachers	Children
1986	1	10	1	20	1	15	1	30
1987	1	10	1	20	1	15	1	30
1988	1	10	1	20	1	15	1	30
1989	1	10	1	20	1	15	1	28
1990	1	10	1	20	1	15	1	28
1991	1	10	1	20	1	12	1	28
1992	1	10	1	20	1	12	1	28
1993	1	10	1	20	1	12	1	25
1994	1	10	1	20	1	12	1	25
1995	1	7	1	18	1	12	1	25

Source: Department of Education, Early Childhood Unit.

TABLE A23
STUDENT ENROLLMENT IN DAY CARE CENTRES AND PRE-SCHOOLS BY GENDER AND RESIDENCE

		0-3 YRS DAY CARE			5 YEARS PRE-SCHOOL			GRAND TOTAL		
YEAR	AREA	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F
1986	RURAL	80	-	-	643	-	-	723		
	URBAN	63	-	-	767	-	-	830	723	830
1987	RURAL	80	-	-	819	-	-	899		
	URBAN	148	-	-	588	-	-	736	806	829
1988	RURAL	78	38	40	747	361	386	825	399	426
	URBAN	118	46	72	675	336	339	793	382	411
1989	RURAL	75	37	38	743	386	357	818	423	395
	URBAN	118	98	84	695	354	341	877	452	425
1990	RURAL	103	51	52	798	408	390	901	459	442
	URBAN	146	71	75	688	345	343	834	416	418
1991	RURAL	131	64	67	780	385	395	911	449	462
	URBAN	185	97	88	648	323	325	833	420	413
1992	RURAL	146	88	58	857	433	424	1003	521	482
	URBAN	290	155	135	831	425	406	1121	580	541
1993	RURAL	180	96	84	872	445	427	1121	580	541
	URBAN	332	172	160	1018	516	502	1052	540	511
1994	RURAL	187	82	105	808	433	375	995	515	480
	URBAN	334	182	152	1022	500	1356	1356	704	652
1995	RURAL	187	82	105	808	433	375	995	515	480
	URBAN	334	182	152	1022	522	500	1356	704	652

Source: Department of Education, Early Child Hood Unit.

TABLE A24
NUMBERS, QUALIFICATIONS OF PRE-SCHOOL TEACHERS, BY LEVEL AND TYPE OF SCHOOL
GOVERNMENT INSTITUTIONS AND PRIVATE SCHOOLS.

YEAR	TOTAL ROLL	O' LEVEL	TEACHER EDUC.	SPECIAL TRAIN.	SEMI.	TOTAL ROLL	O' LEVEL	TEACHER EDUC.	SPECIAL TRAIN.	SEMI.
1986	14	12	6	5	14	56	8	0	0	56
1987	16	15	6	5	16	53	8	1	0	51
1988	16	15	6	5	16	51	8	1	1	53
1989	16	16	9	6	16	53	10	3	1	56
1990	18	18	9	6	18	57	10	3	1	57
1991	20	20	13	9	20	56	12	3	3	56
1992	25	20	13	9	25	65	13	3	3	65
1993	29	24	15	9	29	78	14	3	4	78
1994	31	24	15	9	31	82	14	3	4	82
1995	33	26	16	14	33	81	14	3	4	81

Source: Department of Education

TABLE A 25
NUMBER OF PUBLIC NURSERY AND PRE-SCHOOLS WITHOUT EQUIPMENT OR FACILITIES

Preschool & Nursery			Equipment & Facilities											
Year	Area	Level	Phone	Light	T.Writers	P.copier	P.Field	Courts	Hd.Office	S.Rm	Library	L.Areas	Toilet Admin	Toilet Stud.
1986	Urban	4	4	0	4	4	2	0	4	4	4	0	2	0
	Rural	5	5	0	5	5	3	1	2	5	5	0	2	0
1987	Urban	4	4	0	4	4	3	0	4	4	4	0	2	0
	Rural	5	5	0	5	5	3	1	2	5	5	0	2	0
1988	Urban	4	4	0	4	4	2	0	4	4	4	0	2	0
	Rural	6	6	0	6	6	3	1	3	6	6	0	2	0
1989	Urban	4	4	0	4	4	2	0	4	4	4	0	2	0
	Rural	6	6	0	6	6	3	1	3	6	6	0	2	0
1990	Urban	4	4	0	4	4	2	0	4	4	4	0	2	0
	Rural	6	6	0	6	6	3	1	3	6	6	0	2	0
1991	Urban	4	4	0	4	4	2	0	4	4	4	0	2	0
	Rural	7	7	0	7	7	4	1	3	7	7	0	2	0
1992	Urban	5	1	0	5	5	3	0	5	5	5	0	3	0
	Rural	8	0	0	8	8	5	1	4	8	8	0	2	0
1993	Urban	6	0	0	6	6	3	1	5	5	5	0	3	0
	Rural	8	0	0	8	8	5	2	4	8	8	0	2	0
1994	Urban	6	0	0	6	6	3	1	5	5	5	0	3	0
	Rural	8	0	0	8	8	5	2	4	8	8	0	2	0
1995	Urban	6	0	0	6	6	3	1	5	5	5	0	3	0
	Rural	8	0	0	8	8	5	2	4	8	8	0	2	0

Source :Department of Education ,Early Childhood Unit

TABLE A26
NUMBER OF .PRIVATE PRE-SCHOOLS WITHOUT EQUIPMENT OR FACILITIES LISTED BELOW

PRE-SCHOOL		EQUIPMENT & FACILITIES												
Year	Area	Level	Phone	Light	T.Writers	P.copier	P.Field	Courts	Hd.Office	S.Rm	Library	L.Areas	Toilet Admin.	Toilet Student
1986	Urban	20	4	0	20	20	11	7	18	20	0	11	19	0
	Rural	17	8	0	17	17	16	1	15	17	0	9	16	0
1987	Urban	20	5	0	20	20	11	8	18	20	0	10	19	0
	Rural	20	8	0	20	20	16	2	15	20	0	9	19	0
1988	Urban	21	5	0	21	21	12	8	19	21	0	14	20	0
	Rural	19	8	0	19	19	16	2	17	19	0	9	18	0
1989	Urban	21	5	0	21	21	12	9	19	21	0	13	20	0
	Rural	21	8	0	21	21	16	2	19	21	0	9	20	0
1990	Urban	22	2	0	22	22	13	9	20	22	0	13	21	0
	Rural	20	4	0	20	20	16	2	18	20	0	9	19	0
1991	Urban	24	2	0	24	24	3	9	21	24	0	13	23	0
	Rural	23	4	0	23	23	16	2	21	23	0	9	32	0
1992	Urban	31	2	0	31	31	17	13	28	31	0	18	30	0
	Rural	24	4	0	24	24	17	3	22	24	0	13	23	0
1993	Urban	33	2	0	33	33	10	10	30	33	0	16	32	0
	Rural	25	4	0	25	25	12	6	23	25	0	9	24	0
1994	Urban	34	2	0	34	34	10	10	30	34	0	16	33	0
	Rural	27	4	0	27	27	12	6	25	27	0	9	26	0
1995	Urban	34	2	0	34	34	10	10	30	34	0	16	33	0
	Rural	27	4	0	36	26	12	6	24	26	1	9	25	0

Source : Department of Education, Early Childhood Unit

TABLE A27
ENROLLMENT IN PUBLIC AND PRIVATE PRIMARY SCHOOL

	PUBLIC				PRIVATE				
YEAR	NO	TOTAL	M	F	NO	TOTAL	M	F	TOTAL
1985	25	5182	2720	2462	7	1287	582	705	6488
1986	25	5381	2776	2605	7	1293	578	715	6674
1987	25	6564	3343	3221	7	1111	539	572	7675
1988	25	6331	3264	3067	7	1142	545	597	7473
1989	25	6158	3152	3006	7	1122	533	589	7280
1990	24	6196	3231	2965	7	1112	N.A.	N.A.	7318
1991	24	5964	3083	2881	8	1187	568	619	7157
1992	23	5924	3084	2840	8	1178	548	630	7102
1993	23	5870	3028	2842	8	1299	598	701	7169
1994	23	5865	3070	2215	8	1168	544	624	6733
1995	23	5850	3023	2827	8	937	437	500	6787

Source Department Of Education

TABLE A28
ENROLLMENT IN PUBLIC PRIMARY SCHOOLS BY GENDER AND GRADE.

Grade	Kgn		1		2		3		4		5		6		No.	Total	
YEAR	M	F	M	F	M	F	M	F	M	F	M	F	M	F		M	F
1989	456	391	484	499	434	398	442	447	443	415	383	375	510	481	25	3152	3006
1990	-	-	-	-	-	-	-	-	-	-	-	-	-	-	24	3,231	2,965
1991	415	369	442	411	438	375	472	473	421	403	426	422	469	428	24	3083	2881
1992	419	362	421	419	444	383	448	391	456	443	442	400	454	447	24	3084	2840
1993	407	389	450	914 396	410	385	425	401	440	386	469	449	429	436	23	3028	2842
1994	454	376	392	378	427	405	415	383	428	402	430	392	524	459	23	3070	2795
1995	482	410	414	397	384	379	444	402	409	394	428	422	462	423	23	3023	2827

Source :Department Of Education St. Kitts & Nevis

TABLE A29
ENROLLMENT AT THE DIVISION OF TEACHER EDUCATION ST. KITTS & NEVIS BY GENDER, URBAN RURAL RESIDENCE AND STAFFING GENDER.

	STUDENT					STAFF	
YEAR	TOTAL	M	F	RURAL	URBAN	M	F
1985	56	12	44	29	27		
1986	56	21	35	33	23	5	4
1987	57	24	33	39	18	5	4
1988	57	16	41	38	19	6	4
1989	58	15	43	37	21	7	2
1990	43	9	34	26	17	6	3
1991	50	12	38	32	18	6	4
1992	38	90	29	28	10	7	3
1993	37	8	29	19	18	4	4
1994	63	21	42	30	33	5	4
1995	51	19	32	28	23	4	6
TOTALS	566	166	400	339	227	55	38

Source:Department Of Education: Division Of Teacher Education

TABLE A 30
ST. KITTS AND NEVIS 1984-1994 TRENDS IN STUDENTS TEACHER ENROLLMENT.

	1984		1987		1990		1992		1994	
PRIM.	STUD.	TEACH.	STUD.	TEACH.	STUD.	TEACH.	STUD.	TEACH.	STUD.	TEACH.
PUB.	5220	215	6564	266	6196	284	5924	267	5865	266
PRIV.	1290	60	1111	51	1122	29	1178	38	1168	46
TOTAL	6510	275	7615	317	7318	313			7033	312
STUDENT/TEACHER RATIO										
PUB.		1:24		1:25		1:22		1:22		1:22
PRIV.		1:22		1:22		1:38		1:31		1:25

Source: Ministry of Education

TABLE A31
QUALITY OF FACILITIES: NO OF SCHOOLS WITHOUT FACILITIES LISTED BELOW

Country	Level	Phone	Elec.	T.writer	P.copier	P.Field	Courts	Pr.Office	Staff Rm.	Library	Duplicator	Sci.Rm	Comp.Admin	Comp.Lab
ANB	PRIM.	3	0	23	29	0	29	0	6	23	22	27	27	29
	SEC.	0	0	0	7	0	9	0	0	0	2	0	7	8
BVI	PRIM.	0	0	15	0	12	4	1	6	2	0	17	0	17
	SEC	0	0	0	0	1	0	0	1	1	-	2	0	2
DOM	PRIM	15	17	39	53	52	49	10	37	42	36	58	63	66
	SEC	0	0	0	0	0	-	0	0	5	0	0	13	14
GRN	PRIM.	12	0	40	48	0	50	0	0	52	46	50	54	-
	SEC.	0	0	0	6	0	13	0	0	0	0	0	0	12
MONT	PRIM.	0	0	10	10	0	12	8	0	0	12	12	12	-
	SEC	0	0	0	1	0	2	0	0	0	0	0	-	-
SKN	PRIM	2	0	20	18	13	20	6	12	17	17	17	26	27
	SEC	0	0	0	4	3	4	0	1	2	1	2	3	4
STL	PRIM.	29	1	48	76	67	73	10	45	51	25	79	-	-
	SEC.	0	0	3		4	4	0	0	0	2	0	-	-
SVG.	PRIM.	41	9	21	64	65	24	10	41	-	14	63	66	66
	SEC	1	0	-	16	16	13	0	0	7	0	4	20	

Source : OECS Secretariat,1994

TABLE A32
NO. STUDENTS TRANSFERRED FROM GRADE VI TO HIGH SCHOOLS BY AUTOMATIC PROMOTION.

PRIMARY SCHOOLS			
	Promotion	Rate	Total
Year	M	F	M
1986	474	448	922
1987	482	475	957
1988	422	436	858
1989	442	421	863
1990	N.A.	N.A.	N.A.
1991	403	402	805
1992	458	403	861
1993	477	445	922
1994	472	434	906
1995	547	506	1053

Source: Education Department: St. Kitts and Nevis

TABLE A33
DAILY SCHOOL FEEDING PROGRAMME 1985-95 IN PRIMARY SCHOOL ENROLLMENT

YEAR	SCHOOLS	STUDENTS	ENROLLMENT
1985	8	1,731	5,182
1986	8	1,731	5,381
1987	8	1,731	6,566
1988	8	1,731	6,331
1989	9	1,826	6,158
1990	9	1,882	6,196
1991	9	1,882	5,964
1992	13	3,032	5,924
1993	13	3,032	5,870
1994	22	4,451	5,865
1995	22	4,490	5,850

SOURCE: Education Department, St. Kitts.

TABLE A34
SECONDARY ENROLLMENT BY SCHOOL TYPE

	PUBLIC			PRIVATE			
Year	Total	M	F	Total	M	F	Total
1985	4,038	2,053	1,985	342	172	170	4,380
1986	4,047	2,002	2,045	337	170	167	4,384
1987	4,153	2,047	2,106	145	59	86	4,298
1988	4,153	2,047	2,106	145	59	86	4,298
1989	4,046	1976	2,070	N.A.	N.A.	N.A.	-
1990	4,021	1,956	2,065	N.A.	N.A.	N.A.	-
1991	4,148	2,000	2,148	N.A.	N.A.	N.A.	-
1992	4,251	2,123	2,128	N.A.	N.A.	N.A.	-
1993	4,256	2,105	2,151	146	55	91	4,402
1994	4,236	2,056	2,180	141	46	85	4,377
1995	4,541	2,241	2,300	156	48	108	4,697

Source: Ministry of Education St. Kitts and Nevis

Table A35
FINANCING EDUCATION BY ISLAND & PERCENT ALLOCATION BY SECTOR

Terr	Year	ECm$	T.T.	T.E.	A.	S.E.	P.E.	E.C.D.	S.F.	A.	TOTAL
S.K.	1986	9.6	2.2	18.0	.2	40.1	26.5	1.00	8.00	4.00	100
S.K.	1987	10.1	2.71	6.36	.18	33.62	43.7	1.09	7.33	5.01	100
S.K.	1988	10.2	2.66	6.88	.1	33.93	43.74	0.98	3.85	7.78	100
S.K.	1989	12.7	4.03	5.6	.14	42.56	36.98	1.5	6.58	2.61	100
N.		4.4	*	0.0	3.06	80.24	**	2.50	-	14.2	99.2
S.K.	1990	12.0	4.37	6.41	.14	41.79	37.10	1.2	6.45	2.54	100
N.		4.5	*	0.01	4.55	77.52	**	.14	-	15.45	100
S.K	1991	13.2	4.25	6.35	.14	41.7	36.94	1.32	6.77	2.3	100
N.		4.8	*	2.34	4.37	69.86	**	.13	-	20.55	100
S.K.	1992	13.6	3.49	6.22	13	41.13	37.65	1.20	7.15	2.99	100
N.		4.7	*	2.00	2.19	74.23	**	.13	-	19.24	100
S.K.	1993	14.1	3.9	6.02	.13	40.77	36.07	1.29	8.57	3.25	100
N.		5.7	*	2.255	1.57	77.83	**	.01	-	18.34	100
S.K.	1994	16.8	5.9	5.9	.1	32.33	44.75	1.5	8.2	3.1	100
N.		5.0	*	2.22	1.5	74.23	**	.01	-	22.84	100
S.K.	1995	17.8	5.6	5.6	.10	32.1	44.3	1.5	8.6	3.0	100

Source : Ministry of Education, St.Kitts & Nevis

TABLE A36
Update Project SELF 1st February, 1996

1993-1995:ST. KITTS

Suppliers 1	45211 books	$898807.74
Suppliers 2	22198 books	$482051.18
Suppliers 3	745 books	$116329.23
Suppliers 4	3 books	$315.00
Offer	7000 books	$33000.00
TOTAL	75157 books	$1530503.10

NEVIS

Supplier 1	390 books	$10075.00
Supplier 2	688 books	$9952.63
	492 books	$2225.60
TOTAL	76727 books	$1552757.13

FEES :ST. KITTS

JAN. 1994	CXC	22 students	$1442.95
JUNE 1994	CXC	586 students	$113332.50
	LCCI	students	$1660.00
		18 students	$3155.00
City & Guilds		150 students	$57535.00
		827 students	$183702.85

NEVIS: JUNE 1994

CXC	107 students	$21386.70
LCC	17 students	$455.00
RSA	9 students	$810.00
CAMBRIDGE3	6 students	$21545.12
TOTAL	159 students	$44196.82

ST. KITTS:1996

MAY/JUNE1996 CXC	529 students	$15711.30

NEVIS

MAY/JUNE1996 CXC	115 students	$3415.50
TOTAL	644 students	19126.80

ST. KITTS

MAY/JUNE 1996 CXC	3031 sub. entries	$98204.40

NEVIS

MAY/JUNE 1996 CXC	608 sub. entries	$199699.20

TOTAL

Books	77115	$1559135.61
Students	2721	$432347.52
Subject Entries	3639	$117903.00
Lab Assistance June '95		$696.00
Science Equipment CXC & Cambridge '95 Exams		$10761.42
TOTAL		$2120844.15

Source Ministry of Ed. St. Kitts and Nevis

Table A37
SIXTH FORM ENROLLMENT IN ST. KITTS AND NEVIS.

	ST.KITTS			NEVIS			
YEAR	TOTAL	M	F	TOTAL	M	F	TOTAL
1986	110	58	52	26	19	7	136
1987	120	57	63	27	12	15	147
1988	122	63	59	31	10	21	153
1989	83	44	43	22	7	15	105
1990	143	65	78	25	13	10	166
1991	132	57	75	31	10	21	163
1992	140	61	79	24	7	17	164
1993	147	58	89	31	13	18	178
1994	185	71	114	27	6	21	212
1995				36	13	23	

Source: Compiled from Statistics, available at the Department of Education St. Kitts and Nevis.

TABLE A38
(A) MULTI-PURPOSE WORKSHOP: ANNUAL STUDENT IN-TAKE BY GENDER AND FEEDER SCHOOL IN ST. KITTS, 1992-95.

	1992			1993			1994			1995		
SCHOOLS	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
B. J. H (A) REGULAR	19	19	38	28	22	50	-	-	-	24	26	50
(B) SCHOOL LEAVER	6	14	20	-	-	-	-	-	-	-	-	-
S.P.H. (A) REGULAR	18	21	39	13	17	30	-	-	-	19	12	31
(B) SCHOOL LEAVER	11	9	20	-	-	-	-	-	-	-	-	-
C.H.	15	17	32	20	14	34	-	-	-	21	10	31
V.H.	-	-	-	10	8	18	-	-	-	12	15	27
S.A.AGE	6	5	11	9	1	10	-	-	-	-	-	-
CONVENT HIGH	-	-	-	-	-	-	-		-	6	9	15
SUB-TOTAL ST. KITTS	75	85	160	80	62	142	-	-	-	82	72	154
(b) ANNUAL ENROLLMENT BY GENDER												
NEVIS	92	89	181	79	26	105	85	69	154	71	40	111
TOTAL	167	174	241	159	88	247	85	69	154	153	112	264

Source: Department Of Education : The Multiple Purpose Work Shop Statistics.

TABLE A39
ADULT EDUCATION PROGRAMME OFFERED
OECS TERTIARY LEVEL INSTITUTION

Year	Sex	A 'Level	Teach. Educ.	Tech. Educ.	Nursing	U.W.I	Youth Skills	Sub Total	Eve. Inst.SKN
1986	M	58	21	90	-	-	26	195	-
	F	52	35	27	37	-	136	287	-
1987	M	57	24	104	-	-	16	201	-
	F	63	33	42	42	-	88	268	-
1988	M	63	16	78	-	-	40	197	-
	F	59	41	49	56	-	102	307	-
1989	M	44	15	80	-	-	44	183	-
	F	43	43	51	76	-	35	248	-
1990	M	65	9	124	-	-	90	288	-
	F	78	34	53	80	-	61	306	-
1991	M	57	12	78	-	-	79	226	-
	F	75	38	70	46	-	86	315	-
1992	M	61	9	110	-	21	83	284	-
	F	79	29	41	56	54	102	361	-
1993	M	58	8	108	-	16	73	263	-
	F	89	29	46	46	45	86	341	-
1994	M	71	21	109	-	23	73	297	521/108
	F	114	42	53	69	40	128	446	452/94
1995	M		19	115	-	17	49	200	450/96
	F		32	46	85	34	41	238	686/298

Source : Compiled from data given by different departments of the C.F.E

TABLE A40
ENROLLMENT IN COURSES AT THE UNIVERSITY SCHOOL OF CONTINUING STUDIES, THE GARDENS BASSETERRE.

	1992/93		1993/94		1994/95		1995/96	
Course	M	F	M	F	M	F	M	F
Bsc LEVEL 1	8	20	5	14	5	8	5	10
LLb Level 1	-	9	3	9	8	5	8	3
B.A. Level 1	-	-	-	-	-	-	-	1
Cert. In Public Admin.	3	12	2	7	4	13	1	10
Cert. in Bus. Admin.	10	13	6	15	6	14	3	10
Total	21	59	16	45	23	40	17	34

Source U.W.I. Extra Mural Centre : St. Kitts

TABLE A41
YOUTH SKILLS TRAINING PROJECT, TRAINING ENROLLMENT.

		SEX		AREA	
Module Area	No.	M	F	U	R
Construction	32	28	4	14	18
Basic Typing	23	-	23	4	19
Upholstery	8	8	-	6	2
Computer Train.	18	2	16	9	9
Hotel Trades	37	5	32	12	25
Sewing	15	-	15	-	15
Landscaping	11	11	-	1	10
Cake/Pastry	9	2	7	8	1
Hairdressing	4	-	4	4	-
Basic Elec.	17	16	1	6	11
Welding	5	5	-	1	4
Auto-Mech.	6	6	-	2	4
Total	185	83	102	67	118

Source: Department Of Education : Youths Skills Training Project.

TABLE A42
YOUTH SKILLS TRAINING PROJECT TRAINING ENROLLMENT

Module Area	No.	M	F	U	R
Casino Dealing	11	3	8	1	10
Auto Mech.	16	16	-	4	12
Sewing	6	-	6	5	1
Elec.	12	7	5	5	7
Small Appliance Repair	7	7	-	1	6
Basic Electricity	24	24	-	14	10
Secret. Duties	8	-	8	4	4
Food/Beverage	12	3	9	11	1
Craft Sewing	18	-	18	12	6
Woodcarving	3	3	-	2	1
Basketry/Straw Work	12	-	12	10	2
Industrial Elec.	2	2	-	1	1
Auto Body Repair	2	2	-	-	2
Hairdressing	6	6	-	4	2
Bartending/Waitress	16	-	16	6	10
Small Engine Repair	6	6	-	4	2
Total	161	73	88	84	77

Source: Department Of Education : Youths Skills Training Project.

TABLE A43
ST. CHRISTOPHER AND NEVIS ADULTS AND JUVENILES CONVICTED,1981-1992

ADULTS	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995
MALES	1,286	1,315	1,291	1,239	1,168	1,246	520	1,155	1,139	1,007	762	1,260	N.A.	N.A.	N.A.
FEMALES	261	233	243	164	165	150	95	153	116	82	66	71	N.A.	N.A.	N.A.
TOTAL	1,547	1,548	1,534	1,403	1,330	1,398	615	1,308	1,255	1,089	848	1331	N.A.	N.A.	N.A.
MALES	206	319	243	545	411	271	163	265	401	213	422	147	201	193	303
FEMALES	6	9	3	5	3	1	3	5	13	3	2	7	22	23	21
TOTAL	26	40	27	59	44	28	19	31	53	24	44	21	42	42	51
TOTAL CONVICTED	1,573	1,588	1,561	1,462	1,374	1,426	634	1,339	1,308	1,113	893	1,352	-	-	-

Source : (a) St. Kitts and Nevis Annual Digest of Statistics page 87
(b) Royal St. Christopher and Nevis Police Force.

TABLE A44
STUDENTS ATTENDING THE MENTAL RETARDATION UNIT (MRU)

	Students			Teachers		
YEAR	TOTAL	M	F	M	F	TOTAL
1985	31	15	16	0	2	2
1986	40	18	22	0	2	2
1987	39	18	21	0	2	2
1988	9	18	21	0	3	3
1989	32	14	18	0	3	3
1990	35	13	22	0	3	3
1991	35	14	21	0	3	3
1992	36	18	18	0	3	3
1993	37	19	18	0	4	4
1994	36	21	15	0	4	4
1995	38	16	22	0	4	4

Source : Education Department : Unit for the Mentally Retarded

Table A45
STUDENTS ATTENDING THE SCHOOL FOR THE DEAF

	Students			Teachers		
Year	Total	M	F	M	F	Total
1985	6	2	4	-	1	1
1986	5	2	3	-	2	2
1987	10	3	7	-	1	1
1988	9	2	7	-	1	1
1989	14	5	9	-	2	2
1990	12	5	7	-	2	2
1991	14	7	7	-	2	2
1992	14	6	8	-	2	2
1993	13	6	7	-	3	3
1994	12	5	7	-	3	3
1995	14	6	8	-	3	3

United Nations Children's Fund
2nd Floor, Hastings Building, Christ Church,P.O. Box 1232, Bridgetown
Tel: (246) 436-2119/2811/436-2825/2826 - Fax: (246) 436-2812
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